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One hundred books, articles, and papers published between 1959 and 1968 are listed in this annotated bibliography of selected documents on teacher education in the Educational Resources Information Center (ERIC) collection. Summaries of topics with references to document numbers are included in Part 1, and abstracts to which the summaries are keyed with bibliographic information and availability notations appear in Part 2. The summaries, which emphasize structured practice in preparing school personnel, are classified in two areas: programs and personnel, including student teaching, internships, supervision of student teachers, role of the college supervisor, the clinical professor, role of the supervising teacher, beginning teachers, and inservice programs; and methodology, including instruments used for analysis of classroom behavior, use of television, microteaching, use of modeling procedures, simulation, role playing, the case study method, sensitivity training, integrating course methods, practice centered curriculums, community involvement, affecting attitudes, and the effects of reinforcement. (SM)

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WASHINGTON, D. C.

STRUCTURED PRACTICE
IN PREPARING SCHOOL PERSONNEL

A GUIDE TO SELECTED DOCUMENTS
IN THE ERIC COLLECTION, 1966-1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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1156 Fifteenth Street, N.W.
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Sponsors:
American Association of Colleges for Teacher Education; National Commission on Teacher Education and Professional Standards; National Education Association; and Association for Student Teaching, a department of NEA

March 1969

PREFACE

The Advisory and Policy Council of the ERIC Clearinghouse on Teacher Education has identified a number of areas of priority concern in teacher education. Among these priorities are the means and methods by which pre- and inservice school personnel can secure supervised practice in developing teaching skills and insights.

The ERIC abstract journal, Research in Education, has been published monthly since November 1966. However, the first contribution of abstracts made by the Clearinghouse on Teacher Education did not appear until the January 1969 issue. The substantial time difference between the inception of Research in Education and of our Clearinghouse indicated a need to determine the state of relevant information available at the time of our entry in the ERIC family of clearinghouses.

This guide is one result of our efforts to learn the nature and amount of information related to teacher education available to users in Research in Education through the December 1968 issue. A comprehensive search through all issues of Research in Education yielded ninety-four abstracts related to structured practice. These abstracts were classified according to the list on page 4, and a brief summary of the abstracts in each category was produced.

The resulting guide to selected documents in the ERIC collection is offered as a useful historical tool. The Clearinghouse staff urges readers of this guide to bring their searches up to date by using current issues of our Clearinghouse's publications as well as the January 1969 and later issues of Research in Education.

Joel L. Burdin, Director

ABOUT ERIC

The Educational Resources Information Centers (ERIC) form a nationwide information system established by the U.S. Office of Education, designed to serve and advance American education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, program descriptions, published or unpublished conference papers, newsletters, and curriculum guides or studies) and to publicize the availability of such documents. Central ERIC is the term given to the function of the U.S. Office of Education, which provides policy, coordination, training, funds, and general services to the nineteen clearinghouses in the information system. Each clearinghouse focuses its activities on a separate subject-matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents into the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other educational media.

Teacher Education and ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by three professional groups--The National Commission on Teacher Education and Professional Standards (NCTEPS) of the National Education Association; The American Association of Colleges for Teacher Education (AACTE), which serves as fiscal agent; and The Association for Student Teaching (AST), a department of NEA. It is located at 1156 Fifteenth Street, N.W., Washington, D.C. 20005.

Users of this guide are encouraged to send to the ERIC Clearinghouse on Teacher Education documents related to its scope, a statement of which follows:

> *The Clearinghouse is responsible for research reports, curriculum descriptions, theoretical papers, addresses, and other materials relative to the preparation of school personnel (nursery, elementary, secondary, and supporting school personnel); the preparation and development of teacher educators; and the profession of teaching. The scope includes recruitment, selection, lifelong personal and professional development, and teacher placement as well as the profession of teaching. While the major interest of the Clearinghouse is professional preparation and practice in America, it also is interested in international aspects of the field.*

HOW TO USE THIS GUIDE

This guide contains abstracts of documents selected on the basis of relevance to structured practice in preparing school personnel. The abstracts appear in order by document number in Part II, beginning on page 13. Each abstract is preceded by bibliographic information and an availability notation. The key to the guide is Part I, which presents summaries of the abstracts in each of the 22 categories of the Classification, page 4. The Classification gives the page on which a summary of abstracts on each topic begins. After reading the summary, the searcher may turn to the abstracts in Part II identified in the summary by document number.

The reader wishing to obtain documents abstracted in this guide will find that each abstract is preceded by an availability notation. Abstracts of documents available through ERIC bear the notation, "Price:" followed by the form, "MF $0.00 HC $0.00." The amount following "MF" is the price for a copy of the entire document in microfiche, a form requiring special reading equipment. The amount following "HC" is the price for a "hard" or paper copy of the document. Hard copy amounts reflect the new EDRS prices in effect after January 1969. Orders for documents available through ERIC should be mailed to:

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PART I

SUMMARIES

Student Teaching

Research on student teaching from 1950 through 1965 is reported in ED 011871. A survey report of 402 school systems indicates that most school systems with over 12,000 students are engaged in pre-service training, although there is little uniformity in some aspects of their programs. (ED 013768)

Three reports discuss different patterns of organizing the student teaching experience. One includes a discussion of student teaching centers. In another, students taught a lesson and had it evaluated prior to actual classroom experience in order to minimize fears. (ED 011334, ED 011593, ED 017965)

Of various means of transmitting relevant information to off-campus student teachers, direct transmission was found most effective. (ED 011889)

A study of the relationships among student teachers, college supervisors and cooperating teachers found them to be more often competititve than cooperative and recommends the development of greater cohesiveness and interaction among the three. (ED 010849)

Reported in ED 011249 is a series of meetings in Pennsylvania in which university and state personnel, school administrators, cooperating and student teachers, and educators considered all aspects of teacher training.

Internships

Reported are four internship programs for the following specialized type of positions: urban teachers (ED 002117), junior college teachers (ED 019939), educational media specialists (ED 001394), and administrators for community colleges (ED 019933). All programs combine practical experience with academic study.

Supervision of Student Teachers

The development of a scale for the evaluation of student teachers in home economics is reported in ED 016860. Both student teachers and supervisors reacted positively to the scale.

A study to determine the effects of supervisors' knowledge of student teacher personality evaluations found that students had stabilized ideas about themselves which were not easily changed, and that supervisors' images of the students did not correlate highly with students' self-images. (ED 014442)

The Role of The College Supervisor

Documented in ED 016 865 is study at four universities revealing that: 1) college supervisors most frequently assumed the information- or judgment-giving roles; 2) their behaviors produced a desired effect more often than not on students and on supervising teachers; 3) they had more impact on student teachers than on supervising teachers;

4) college supervisors were needed most in the areas of self-concept, lesson planning, program policies and rapport with supervisors.

The Clinical Professor

Two papers discuss the joint college and public school responsibilities of the clinical professor. In one study over ninety percent of the students felt their courses were more effective because their instructors were practicing elementary teachers. (ED 014461) Problems needing attention include finances, determination of teaching loads and academic status of the clinical professor. (ED 011882)

Role Of The Supervising Teacher

One paper describing the role of the cooperating teacher includes a check list for lesson observations and an appendix on the responsibilities and evaluation of the cooperating teacher. (ED 010722) Successful supervising teachers were found to be more accurate in estimating the psychological control needs of their students. (ED 011580)

Beginning Teachers

Two studies on the perceived problems of beginning teachers found the following areas to be of major concern: methods, evaluation of students, discipline, parent relations, classroom routines, materials, resources and personnel. (ED 013784, ED 013786)

One program reduced the period of student teaching and increased the in-service supervision of first year teachers. Results are not indicated. (ED 002117)

One study involved reducing work loads and providing intensive in-service instruction. It was found in ED 010162 that experienced teachers can be trained to use an observation checklist to agree with trained observers.

In-Service Programs

An outline with suggested teaching practices for an in-service teacher training demonstration school is described by ED 001632.

In New Jersey, teachers with emergency or provisional certificates are supervised by a college representative and attend related seminars. (ED 011007)

Instruments For Analysis Of Classroom Behavior (not including interaction analysis)

A review of the literature on classroom interaction appears in ED 013988. There is a conference report on instructional methods and teacher behavior in ED 016390. A rationale for the clinical approach to research on teacher behavior is presented in ED 013800. Other reports in this category describe the construction and/or use of a variety of instruments for the analysis of classroom behavior, including the following:

1) the Film Analysis of Interaction Record (FAIR), a modification of interaction analysis for use on films. (ED 011594)
2) nine categories to determine the range of cognitive objectives implicit in student teachers' questions. (ED 011874)
3) a category system for observation of laboratory and lecture-discussion-recitation classes with five dimensions: evaluative, cognitive, procedural, pupil-talk and silence. (ED 013209)
4) a communication task to assess the sensitivity and flexibility of teacher trainees. (ED 011259)
5) sound films of spontaneous classroom interactions to provide feedback to student teachers. (ED 011595)
6) a taxonomy to be used for empirical description of gross and middle-range levels of teacher behavior. (ED 010167)
7) an investigation into the logic of teaching in the secondary school. (ED 015164)
8) two instruments focusing on class management. The Coping Analysis Schedule codes operant behavior observed in the classroom, and the Spaulding Teacher Activity Rating Schedule focuses on teachers' efforts to bring about behavioral changes in children in the classroom (ED 013160)
9) a Behavior Classification Checklist constructed to measure variability in teachers' irritability in reaction to pupil behavior. (ED 015495)
10) a scale with four dimensions of teacher behavior: information giving, response eliciting, feedback and teacher control. (ED 013238)
11) the use of pupil growth to validate a performance test of teaching proficiency. (ED 013242)
12) a report of a three-year analysis of classroom activities. (ED 015537)

Interaction Analysis

A modification of the Flanders interaction analysis system, in which the ten categories are expanded to twenty-four, is reported in ED 013776. The results of a survey of users of interaction analysis appear in ED 012695. Two major weaknesses identified are the use of a number to represent a teaching behavior, and the threat of having to analyze one's own teaching behavior. Major strengths identified are opportunity for added insight, and the operationalizing of methods and theory. A substantial number of users were found to be using interaction analysis with student teachers both as a part of the professional education sequence and as a tool in research on teaching and teacher behavior.

Seven studies were found dealing with the effects of interaction analysis on teacher behavior. A sampling of findings includes the following:

1) Interaction analysis increases teacher individuality. (ED 013231)

2) There is a high positive relationship between the questioning behavior of student teachers and that of their cooperating teachers. (ED 013788)

3) More positive attitudes toward teaching result. (ED 012261)

4) Teaching patterns become more indirect. (ED 012261, ED 013798, ED 015148) (The data in one study, ED 015890, did not support this hypothesis.)

5) The degree of student verbal behavior is associated with student achievement. (ED 011252, ED 015890)

Use Of Television

Reports in this category discuss the use of video tapes and closed circuit television (CCTV) to improve teacher efficiency, competency and insight. Uses discussed include: training in specific skills; recording classroom activities for teacher feedback; remote supervision of student teachers; training of supervisors; presentation of pre-recorded substitute lessons; in-service training; evaluation of student teachers; instruction in foreign languages; recordings of spontaneous classroom behavior for use in methods courses; and classroom observations. (ED 011171, ED 018978, ED 019001, ED 019847, ED 020473)

Taped observations were found to be more effective than live ones, as reported in ED 017178. In ED 001362, no significant difference between direct observation and CCTV observation was obtained in developing the ability to discriminate between desirable and undesirable solutions to classroom situations.

Students who had been introduced to interaction analysis were more positive towards the use of video tape than students who had no knowledge of interaction analysis. (ED 014904) Student teachers are reported in ED 011245 to have profited greatly from self-evaluation by viewing video tape recordings of their own teaching.

A plan for the cooperative use of CCTV equipment by a state college and a number of nearby liberal arts colleges is described and evaluated in ED 014904.

Micro-Teaching

The ERIC collection includes a 1966 review of research on micro-teaching. (ED 013791)

Descriptions of micro-teaching and recommendations for its use appear in ED 019224, ED 011260 and ED 013240.

Two reports of programs using micro-teaching (ED 011890, ED 019886) indicate that: 1) The provisions for immediate feedback, self-observation and reteaching make it a valuable tool for training; 2) Student teachers approve of micro-teaching; 3) Teachers can operate micro-teaching equipment; 4) Teaching performance is usually improved following playback and evaluation; and 5) Micro-teaching is an effective device for retraining experienced teachers.

Sources of problems in the use of micro-teaching include the maintenance and repair of the equipment. (ED 018981) A concern is expressed as to whether micro-teaching will be useful in advanced-level courses where the subject matter is still only vaguely defined (ED 013560).

Use Of Modeling Procedures

One report recommends the use of video-tape models as a more efficient means of training language teachers. (ED 015698)

Of three studies designed to determine the effectiveness of modeling procedures for improving teacher performance, two studies found perceptual modeling superior to symbolic (ED 014441, ED 017985) while one study found no difference between the two. (ED 011261)

Simulation

Simulated material used to train teachers to assess functional reading level was found to yield an accuracy (ED 013703) of over 92% in two experimental groups. A study comparing simulation to the use of case study methods with political science students produced inconclusive results regarding the learning of facts and principles. However, simulation aroused greater interest and yielded more student-to-student feedback. (ED 001231)

Results of a simulated classroom setting for training student teachers is under investigation at Oregon State. (ED 010176)

An annotated bibliography emphasizing the latest references through 1967 appears as ED 019755.

Role-Playing

A single discussion of the advantages of a role-playing approach with the disadvantaged includes suggestions for working with low-income individuals and differences in approach necessary to work with the middle class. Role-playing is recommended for developing teacher styles to be effective among the disadvantaged. (ED 001554)

The Case Study Method

Reported in ED 012698 is a program used to train prospective teachers. Cases are analyzed and appropriate behaviors are practiced in skill sessions.

Sensitivity Training

Documents available include ED 014016, a documented bibliography of research in human relations training from 1947 until 1967, and ED 014015, a paper discussing research problems in this area and ways to overcome them. Three studies indicate the following results: 1) sensitivity training improves the process of change by improving classroom interaction; 2) a change is revealed in the language and the process of the classroom; 3) dogmatic subjects show less gains than others. (ED 013797, ED 015145, ED 002418)

Integrating Methods Courses

Two types of innovation are reported. There is one discussion of the teaching of methods courses through a team approach among college faculty in ED 019199. Four papers report the integration of methods courses with practical experiences, either through direct classroom experiences (ED 011131, ED 011934) or through microteaching (ED 012697, ED 013032). Two reports discuss the use of microteaching in training foreign language teachers. (ED 011940, ED 013032)

Practice-Centered Curriculums

Three different types of programs are reported. At Northwestern, a program developed for freshman education majors emphasizes direct teaching experiences throughout their four undergraduate years. (ED 012694) "Episode" teaching is used to initiate student teachers, beginning with enrichment teaching as a resource person and leading to full responsibility as a teacher in that subject. Results are not indicated. (ED 012702) Teachers participated in visual learning experiences with the intent that they would apply these experiences to their current high school curriculums. (ED 017044)

Community Involvement

The report of a program intended to train home economics teachers who could adapt teaching to the community, indicates the importance of living in the community and of making home visits. (ED 019426)

Affecting Attitudes

The influence of different instructional approaches in teacher education on the attitudes and behavior of student teachers is explored in ED 014440. One study found a decline in the professional self-concept at the end of student teaching. In tutoring situations, students became less controlling, less authoritarian, and more pupil-centered. (ED 015155)

Following student teaching, agricultural student teachers were found to be more favorable toward adult education. (ED 011547) Document ED 011592 indicates that increasing psychological feedback from tests and film viewing increases preference for middle-class schools and decreases preference for lower-class schools.

Effects Of Reinforcement

One study on the effects of feedback and varying practice conditions found massed practice-immediate feedback more effective than distributed practice-reinstated feedback. (ED 013794)

Findings in ED 013782 indicate reinforcement and discrimination training to be more effective than either self-feedback only or reinforcement only.

PART II

ABSTRACTS

ED 001231 Anderson, Lee F. and others.
A COMPARISON OF SIMULATION, CASE STUDIES, AND PROBLEM PAPERS IN TEACHING DECISION-MAKING. Evanston, Ill.: Northwestern Univ., 1964.
93 p.
Price: MF $0.50 HC $4.75

University undergraduates in political science were subjected to two types of teaching techniques--simulation (game playing) and case study. Personality factors of motivation and cognitive style were determined for the students in each group. These were considered the intervening variables. The students were tested before and after the course for knowledge of facts and principles. Results were largely inconclusive, although two important findings can be stated: behavioral measures of interest reveal simulation to be more involving and interesting than case studies; and simulation offers much more student-to-student feedback than case discussion sections. Many reasons were given for believing that traditional methods of presenting subject matter might be re-examined. Simulation may offer a relatively rich set of possibilities for accommodating the needs in terms of reevaluated goals of education and testing procedure.

ED 001362 Sykes, Ronald E.
THE EFFECTIVENESS OF CLOSED CIRCUIT TELEVISION OBSERVATION AND OF DIRECT OBSERVATION OF CHILDREN'S ART CLASSES FOR IMPLEMENTING ELEMENTARY TEACHER'S TRAINING IN ART EDUCATION. University Park, Pa.: Pennsylvania State Univ., March 1964. 4 p.
Price: MF $.25 HC $.30

An experimental study was designed to measure the extent to which closed circuit television observations and direct observations of children's art classes contribute significantly to the ability of elementary education majors to discriminate between desirable and undesirable solutions to classroom situations typically occuring in teaching art to elementary school children. Eighty-eight college elementary education majors participated in the study and were divided into three groups; the non-observation control group, the direct observation experimental group, and the CCTV observation experimental group. Preceding each observation, the students received Observation Lesson Information sheets and an Art Observation Note-Taking Form. Each observation session was divided into three parts: orientation, demonstration, and review. The Elementary Art Situational Problems Test, the criterion measure, was given as a pre-observation and post-observation test. An examination of the adjusted mean scores of the test led to two conclusions: 1) observations on children's art classes by prospective elementary teachers did contribute significantly to their ability to discriminate between desirable and undesirable solutions to situations which occur when teaching elementary art and 2) there was no significant difference between what direct observation or CCTV observations contribute to developing this ability. The educational implications of the study indicate: 1) observations should be conducted as part of an art education program, and 2) if a college is faced with increased enrollment pressures, CCTV can provide an effective means for simultaneous observations by multiple sections of students.

ED 001394 Schuller, Charles
THE ADMINISTRATIVE PREPARATION OF EDUCATIONAL MEDIA AND SPECIALISTS.
East Lansing, Mich.: Michigan State Univ. 13 p.
Price: MF $0.25 HC $0.75

It has been found to be almost impossible to identify "good" characteristics of administrators and to teach these characteristics to graduate students for administration preparation. Therefore, the emphasis of the Michigan State University program for education media specialists is placed upon practical experience of administration within a school situation. Good administrators need a broad base of education. They should be well versed in human relations and be aware that administration exists solely for the welfare of the student. The Media Specialist program at Michigan State provides an internship for students in a school system as an integral part of the program. Individual student conferences provide a basis for the University to place the student in a system and provide an actual problem for him to deal with. Class sessions are held in seminar fashion. Class or group visitation to demonstrations of new media techniques occur frequently. Computers may be used in the future to program problems for students and to analyze their solutions.

ED 001554 Riessman, Frank; Goldfarb, Jean
ROLE-PLAYING AND THE POOR. New York, N.Y.: Mobilization for Youth, Inc. December 1963. 16 p.
Price: $0.25 HC $0.90

Role-playing is a valuable technique for working with disadvantaged people because it is congenial with the low-income person's style. Role-playing allows the practitioner to reduce the distance between himself and the disadvantaged; it permits more learning about culture of the low-income person from the "inside"; and it is an excellent technique for developing verbal power in the educationally deprived person. People with low income tend to work out mental problems best when they can do things physically. Role-playing appears suited to this physical, action-centered, motor style. Role-playing breaks the "office barrier" by creating a setting in which the therapist and the low-income client are on an equal footing in terms of style. Some illustrations of role-playing are given. One simulates the teaching of academic material to non-professional and professional personnel. Another helps to develop teacher styles for working with the deprived. Role-playing should be non-theatrical, with a very simple, direct approach. The low-income people worked with in this study preferred an informal setting, groups of no more than 10 people, and little introductory didactic material. Role-playing and the middle class are briefly discussed. Differences in approach which would appeal to the middle class are pointed out. The middle class person may feel the role-playing is an in-group gimmick, lacking in dignity and status; therefore the various psychotherapeutic functions of role-playing, such as catharsis, support, and problem objectification should be made explicit.

ED 001632 Manch, Joseph.
PROGRAM OF 1963-1964. DEMONSTRATION SCHOOL #12., Buffalo, N.Y.:
Buffalo Public Schools, 1963. 10 p.
Price: MF $0.25 HC $0.60

An outline with suggested teaching practices for the in-service teacher training program is presented. A general outline of the overall program includes information on the staff of the demonstration school, the classroom observations and demonstrations performed, and the conferences held which relate directly to instruction. The material used in the demonstration includes the care and arrangement of the classroom, classroom routines, classroom management and control, lesson planning, standards for written work, materials of instruction, and evaluation and testing materials.

ED 002115 Lewis, Claudia; Winsor, Charlotte B.
SUPERVISING THE BEGINNING TEACHER. Educational Leadership,
17 December 1959. 5 p.
Price: MF $0.25 HC $0.35

An attempt to reduce the period of student teaching by a supervised work-study plan was presented. The purposes were to experiment with a plan which involved in-service supervision for beginning teachers with a relative reduction of preservice training, to evaluate the results, and to gradually introduce changes into the total program. At the end of her semester of supervision, the student indicated how well she had understood the profession of teaching by a self-evaluative statement. Such problems as job placement for those students who enter in September and are ready to teach in February were also given.

ED 002117
AN INTERN PROGRAM FOR GRADUATES OF LIBERAL ARTS AND TEACHER PREPARATION PROGRAMS INTERESTED IN URBAN TEACHING LEADING TO THE MASTER OF ARTS DEGREE AND TEACHER CERTIFICATION. Syracuse, N.Y.: Urban Teacher Preparation Program. 17 p.
Price: MF $0.25 HC $0.95

A "new breed" of teacher is needed to meet urban school requirements developing as a result of the increased number of culturally and educationally disadvantaged children. One program instituted to train teachers for this role is described. The program is open to graduates of liberal arts and teacher preparation programs who feel they have the personality attributes and motivatiion required. Graduate academic study at Syracuse University is combined with a paid internship experience in the Syracuse Public School system. Many resources and facilities are provided the trainee. Photographic illustrations show some of the projects and personnel. Tuition and fees are $1,800; interns are able to earn up to $2,450.

ED 002418 Hough, John B.
THE DOGMATISM FACTOR IN HUMAN RELATIONS TRAINING OF PRESERVICE TEACHERS. Chicago, Ill.: American Educational Research Association. 1965. 20 p.
Price: MF $0.25 HC $1.10

Research, designed to study the effectiveness of programed human relations training in improving the human relations skills of preservice teachers and to study the effects of dogmatism on the learning of human relations skills, is presented. Two hundred and thirty preservice teachers constituted the subjects. Matched study groups were tested both before and after instruction to assess human relations skills. It was concluded that the Human Development Institute (HDI) General Relationship Improvement Program can teach human relations skills to preservice teachers, especially when instructional sessions are spaced one week apart, and that highly dogmatic subjects with relatively closed belief-disbelief systems make less gain in human relations skills than others, particularly in the area of emphatic understanding.

ED 010162 Hite, Herbert F. and others.
EFFECTS OF REDUCED LOADS AND INTENSIVE INSERVICE TRAINING UPON THE CLASSROOM BEHAVIOR OF BEGINNING ELEMENTARY TEACHERS. Pullman, Wash.: Washington State Univ., 1966. 141 p.
Price: MF $0.75 HC $7.15

A study was made to see whether experimental treatments involving reduced work loads and intensive inservice instruction would affect the performances and attitudes of beginning teachers. It was hoped that the study data would show to what extent an internship program for career teachers would be justified. The experience in this study with the appraisal techniques used to evaluate beginning teachers' performances suggests that experienced teachers can be trained to use an observation checklist and arrive at a fair degree of agreement with other such trained observers. (LP)

ED 010167 Openshaw, M. Karl and others.
THE DEVELOPMENT OF A TAXONOMY FOR THE CLASSIFICATION OF TEACHER CLASSROOM BEHAVIOR. Columbus, Ohio: Ohio State Univ., 1966. 223 p.
Price: MF $1.00 HC $11.25

An attempt was made to develop a taxonomy from a synthesis of previous approaches to the description and categorization of teacher classroom behavior. Investigators found that the variety of viewpoints could not be synthesized into one single system. However, some of the categories, approaches, and conceptualizations from previous efforts provided insights from which a taxonomy was evolved which can be used for empirical description of gross and middle-range levels of teacher behavior. The taxonomy and related paradigms were empirically tested in 30 observations of classroom behavior ranging from the first grade through a college graduate course. The taxonomy was subsequently modified, validation of the final taxonomy was conducted with filmed sequences of spontaneous classroom behavior which were evaluated at timed intervals, as well as with observations of live classroom teaching. (JM)

ED 010176 Kersh, Bert Y.
CLASSROOM SIMULATION--FURTHER STUDIES ON DIMENSIONS OF REALISM.
Monmouth, Ore.: Oregon State System of Higher Education, Teaching Research Division, 31 December 1965. 87 p.
Price: MF $0.50 HC $4.45

An instructional model called for a simulated classroom setting in which a student teacher could practice new teaching behaviors under supervision and experience the consequences of his own behavior. The model also specified that the supervisor of the student teacher's behavior have the capability for controlling the classroom events which follow immediately upon the student teacher's actions. If the supervising teacher (E) were to judge the instructional behavior of the student teacher (T) as being effective, E could reinforce T's behavior by causing the students in the simulated classroom to react favorably to T. If on the other hand, T's behavior were to be judged ineffective, E could cause the students to react negatively to T. In accordance with the above specifications, an experimental laboratory was built and techniques developed for simulating a variety of classroom situations. The situations were simulated through motion pictures and printed materials. Experiments were conducted concerning image size, feedback mode, and response mode. Several followup studies and ongoing research efforts were also discussed. (JC)

ED 010722 (FL) Hallman, Clemens L.
THE ROLE OF THE COOPERATING TEACHER. 9 October 1965. 15 p.
Price: MF $0.25 HC $0.85

Close cooperation is needed between schools and colleges engaged in preparing foreign language teachers if student teaching is to be an effective phase of this training. Meaningful supervision of the student teacher requires long-range planning between the supervising teacher in the college and the cooperating teacher in the school who, as liaison, orients the student teacher into all phases of the school program. Both college and school faculty share the responsibility for providing the student teacher with practical knowledge and experience in controlling classes, selecting and presenting materials of different age and ability groups, providing individual help to students, evaluating students progress, planning, constructing lesson plans, motivating students, and understanding the term "professional" in its relationship to pupils and faculty. The document includes a check list for lesson observations and an appendix on the duties and evaluation of the cooperating teacher. This paper is based on a talk by Professor Hallman at the Central Indiana Conference for Supervising Teachers (Indianapolis, October 9, 1965).

ED 010849 Yee, Albert H.
THE STUDENT-TEACHING TRIAD--THE RELATIONSHIP OF ATTITUDES AMONG STUDENT TEACHERS, COLLEGE SUPERVISORS, AND COOPERATING TEACHERS. Austin, Tex.: Texas Univ., 1967. 164 p.
Price: MF $0.75 HC $8.70

Interpersonal attitudinal relationships among student teachers, cooperating teachers, and college supervisors in the teacher-training triad were investigated. Reliability tests run on the instruments used in this study showed that the instruments were internally consistent and did reveal attitudinal relationships. A theoretical framework was developed around the student-teaching triad, and certain questions were raised concerning the interpersonal behavior events involving the student teacher acting as a follower and his college supervisor and cooperating teacher acting as leaders. The study's results, based on evidence gathered from 124 triads, indicated that the foremost concern for workers in student teaching is the development of greater cohesiveness and interaction in the student-teaching triad. The results, however, showed that the triad relationships more often resembled competitive triad settings rather than cooperative triad situations. (GD)

ED 011007 (SP)
IN-SERVICE SUPERVISED TEACHING PROGRAM. Trenton, N.J.: New Jersey State Dept. of Education, 25 May 1966. 8 p.
Price: MF $0.25 HC $0.50

To enable teachers with emergency or provisional certificates to meet certification requirements, supervised teaching and a related seminar on on-the-job experiences of the participant are used to develop professional competencies. A local supervisor and college representative work closely with the teacher who is visited at least biweekly over a 1-year period. Parallel to supervised teaching, a related seminar conducted by the college representative is held for 30 clock hours for each of the two college semesters. The entire program carries 8 semester hours of college credit. (LC)

ED 011131 Lund, Victor E.
TEACHER PREPARATION PROGRAMS AND FIRST-YEAR TEACHER EFFECTIVENESS. FINAL REPORT. Monmouth, Ore.: Oregon State System of Higher Education, 15 March 1965. 22 p.
Price: MF $0.25 HC $1.20

A comparative study was made of the effectiveness of two types of teacher-training programs involving 1962 and 1963 graduates, of whom 242 had received traditional and relatively uncoordinated training and 79 had received a new integrated junior year block training, with less course overlap and more specific laboratory teaching experience. Evaluation of the two programs included ratings by teachers, principals, and the college's field services coordinator. Unsystematized and incomplete data resulted in findings which were indicative but not conclusive. Twenty-nine percent of the teachers responded to the questionnaire. Less than 45 percent of the teachers were evaluated by principals. At the .05 level of significance, principals' evaluations showed a significant difference in favor of block-trained teachers, but the field services coordinator's evaluations did not reveal a significant difference in the observed effectiveness of one program over the other. Evaluation discrepancies were attributed to principal evaluations based on a total year's performance, while the field services coordinator evaluations were based on spot observation early in the year. The study concluded that (1) no significant difference existed between sexes in teachers' self-evaluation of effectiveness attributed to either of the programs, (2) male students had a tendency to choose the block program, (3) male teachers from the block program evaluated themselves higher than males from the traditional program, and (4) no selective process was apparent for enrolling capable students in either of the programs. (JK)

ED 011171 Horvay, Frank D.
TELEVISION IN THE SERVICE OF FLES TEACHER TRAINING--THE ISU FOREIGN LANGUAGE PROJECT. 28 December 1965. 7 p.
Price: MF $0.25 HC $0.45

At Illinois State University, senior elementary education students served as Resource Person Trainees (RPT's) in a project designed to prepare them to become either full-time teachers of foreign languages in the elementary schools (FLES) or regular elementary teachers who could be able to assist in FLES instruction presented through audiovisual media. The RPT's who had a minimum of 19 hours of Spanish and a methods course, were assigned as drill leaders to third-, fourth-, and fifth-grade classes in which instruction in Spanish was given by television (experimental group). Their duties included conducting a 5-minute drill session after each 10-minute television lesson, making sure that all pupils participated in the television lesson, and serving as liaison persons between the pupils and the television teacher. The achievement of the Spanish classes was compared with that of French classes taught by a specialist in the FLES program already operating in the school (control group). Though final results are not yet available, there are encouraging reports regarding the achievement of the experimental group in pronunciation, comprehension, structure, and attitude toward foreign language study. This paper was prepared for the Modern Language Conference, "Audio-Visual Materials in Teacher Preparation" (29th, December 28, 1965). (AM)

ED 011245 (SP)
CARLETON COLLEGE USE OF VIDEO TAPES IN TRAINING SECONDARY SCHOOL TEACHERS. Northfield, Minn.: Carlton Coll., 22 November 1966. 4 p.
Price: MF $0.25 HC $0.30

The purposes of this Associated Colleges of the Midwest pilot project were (1) to determine the feasibility of using portable, low-cost TV equipment to record spontaneous classroom teaching-learning activities conducted by experienced teachers, (2) to produce some edited video tapes for use in professional education courses, and (3) to experiment with video tapes in appraising the performance of student teachers. The approximately 300 hours of recorded activity cover various instructional tactics for slow and gifted learners, illustrate the effects of teacher attitudes and of different approaches to discipline problems, and depict such methods as discussion, review, and supervised study. Subjective evaluations of the tapes by instructors and students were encouraging. The chief recommendation was for more continuity of action as opposed to the short, illustrative "clip" originally designed to keep pace with a course outline. Greater continuity would permit observers to "teach along" with the teacher. Since the tapes can be stopped and reversed at any point, students can discuss what the teacher had done or might do next. The activities of 70 student teachers were also taped, and student teachers "profited greatly" from the self-evaluation permitted by viewing their own tapes. (RP)

ED 011249 (SP) Corrigan, Ronald J. ; Burket, Clifford A.
THE PENNSYLVANIA STUDENT TEACHING PROJECT. PROGRESS REPORT.
Harrisburg, Pa.: Pennsylvania State Dept. of Public Instruction, October 1966. 40 p.
Price: MF $0.25 HC $2.10

Initial phases of a depth inquiry into student teaching as a component of teacher education were devoted to a series of meetings among university and state department personnel, school administrators, cooperating and student teachers, and outstanding educators. These meetings led to agreement on more than 50 propositions or suggestions bearing on (1) redefinition of the roles of the schools, universities, and the state department of education, (2) definition of the teachers' college role in supervising student teaching, (3) creation of a liaison officer in the public schools who would deal with the universities and the state department of education, (4) balancing the responsibilities of the supervising teacher between his students and his student teacher, (5) increased leadership of the state department in student teaching, (6) behavior of the student teacher, (7) selection of and rewards to supervising teachers, (8) increases in inservice education, (9) research in teacher education, (10) definition of areas of mutual agreement in the nature of student teaching, (11) exploration of the desired length and intensity of student teaching, and (12) continued strengthening of school district-teachers college cooperation. (RP)

ED 011252 (SP) Hough, John B.; Ober, Richard
THE EFFECT OF TRAINING IN INTERACTION ANALYSIS ON THE VERBAL TEACHING BEHAVIOR OF PRESERVICE TEACHERS. February 1966. 36 p.
Price: MF $0.25 HC $1.90

As the culmination of a 2-year course revision and evaluation project for the introductory professional course for secondary school teachers, five experimental combinations of methods for teaching human relations skills and the analysis of verbal classroom teaching behavior were employed. The essential independent variable was the use versus nonuse of interaction analysis (employing categories similar to those in Flanders' system) to describe the verbal behavior of students and teachers. Those taught this method were found to use, in stimulated teaching situations, significantly more verbal behavior associated with higher student achievement and with more positive student attitudes (i.e. accepting and encouraging behavior). The authors implied that training in interaction analysis provides a more adequate "cognitive organizer" for interpreting classroom events and serves feedback functions. This paper was read at the annual meeting of the American Educational Research Association (Chicago, February 1966). (LC)

ED 011259 (SP) Hunt, David E.
A SITUATIONAL TESTING APPROACH TO ASSESSING TEACHER TRAINEES. 18 February 1967. 10 p.
Price: MF $0.25 HC $0.60

To assess the sensitivity and flexibility of teacher trainees in situations where the learner's frame of reference differs from the trainee's, a method entitled Communication Task was employed. The trainee was told to communicate (in 15 minutes) the concept of the balance of power in the Federal Government to a "role player," whose background was sketched, and who, by asking five predetermined questions, gave implicit information about his frame of reference. Ratings of trainees, on a nine-point scale by at least one observer, on awareness and adaptation to this information correlated significantly with final ratings of 241 Peace Corps teacher trainees and with responses to two open-ended statements scored to provide an index of attitude toward teaching. Sensitivity did not prove to be a sufficient criterion for classroom performance, because of the additional need to control classroom behavior. Therefore the trainee's "strength" was assessed from a control task in which three sixth-grade role players in a culturally disadvantaged school presented discipline problems. Possible uses of the communication task in the area of teacher training were listed. This paper was presented at the American Educational Research Association Meeting (New York, February 18 1967). (LC)

ED 011260 (SP) Baird, J. Hugh and others
MICRO-TEACHING AT BRIGHAM YOUNG UNIVERSITY. Provo, Utah: Brigham Young Univ., February 1967. 7 p.
Price: MF $0.25 HC $0.45

Microteaching is the creation of a miniature teaching situation under easily controlled conditions, with immediate feedback for the student teacher. One hundred forty students in six methods courses each teach a self-contained 4- to 6-minute lesson on a single, specific concept to a "class" of three to five local students at the appropriate grade and age level. The methods class and their instructor are present, and the student's performance is videotaped. Both the class and the college students complete evaluation forms. One form asks--"What specific idea was the teacher trying to teach," "Did you learn it," "Were you interested in the lesson," and "How could the teacher have done better." Evaluation involves, first, a general, usually positive, discussion of the performance and then playback of the videotape, with more detailed and critical comments by the trainee, the instructor, and the college class. The procedure is repeated more briefly when the trainee reteaches the lesson to a different group of pupils. Conclusions concern (1) the potential usefulness of a videotape bank, from which tapes could be drawn for particular purposes at various stages of training, (2) the videotaping of "live" student teaching, and (3) the development of desirable self-concepts among student teachers via combining videotape tactics with training in interaction analysis. (RP)

ED 011261 (SP) Allen, D.W. and others.
A COMPARISON OF DIFFERENT MODELING PROCEDURES IN THE ACQUISITION OF A TEACHING SKILL. 18 February 1967. 24 p.
Price: MF $0.25 HC $1.30

To determine the relative effectiveness of three modeling procedures for modifying teacher behavior (applied, illustratively, to higher-order questioning behavior), videotapes were made of a series of four microteaching sessions representing in a 2 x 2 x 2 factorial design (n 103) that furnished eight experimental groups, (1) symbolic versus perceptual modeling--some groups read written scripts, whereas others saw the enactment of the scripts, (2) pure versus mixed lessons--positive instances only versus positive and negative instances of the behavior to be learned, and (3) matching in the specific case versus matching in principle--some groups performed the same lesson as the mode, whereas others used any lesson that matched the model in principle. Transfer was tested by requiring teacher trainees to incorporate questioning skill in a different lesson context. As measured by percent of higher-order questions out of total questions asked in a 5-minute teaching session, all groups showed significant gains over sessions. Specific findings were--(1) the perceptual and symbolic modes did not differ, (2) positive instances only appeared to lead to greater transfer, and (3) exact matching produced the greater number of higher-order questions but did not transfer to a new lesson. This paper was presented at the meeting of the American Educational Research Association (New York, February 16-18, 1967). (HA)

ED 011334 Fischer, Stephen J.; Goddu, Roland J.B.
STUDENT TEACHING CENTER PROJECT. FINAL REPORT. Cambridge, Mass.: Harvard Univ., December 1966. 32 p.
Price: MF $0.25 HC $1.70

Student teaching centers were established to more effectively conduct student teacher programs through an increased emphasis on the role of supervision. A student teaching center is an administrative arrangement where the school and university jointly pay the salary of a master teacher, called a resident supervisor, who is given released time for the supervision of student teachers, curriculum development, and inservice training of junior staff. Centers were established for four subject areas in three school systems and were staffed by Harvard faculty members, advanced doctoral students, and public school faculty members. Evaluation of the project resulted from student teacher responses to questionnaires and interviews with the resident supervisors. Findings illustrated the effectiveness of a well-controlled and supportive induction of student teachers into the teaching profession. (GD)

ED 011547 (VT) Miller, Texton R.; Pasour, Henry
ATTITUDINAL CHANGES TOWARD ADULT EDUCATION DURING STUDENT TEACHING.
Raleigh, N.C.: North Carolina State Univ., Chapel Hill, N.C.:
North Carolina Univ., 1967. 37 p.
Price: MF $0.25 HC $1.95

At North Carolina State University, the student teacher semester consists of a period of 7 weeks on campus and 10 weeks off campus in a student teaching center. From 1960 to 1965, all agricultural education seniors (166) who underwent student teaching were given a 29-item attitude inventory at the beginning and end of the semester. The study findings showed that (1) each of the 6-year groups showed a gain in favorable attitude toward adult education as a function of the public school, (2) student attitude scores at the beginning of the semester were lower during the last half of the study, (3) end of the semester scores were higher during the last 3 years, and (4) before their teaching semester, students felt teachers should devote from 31 to 43.7 percent of their time to adult education. After student teaching, the range became 35.9 to 48.3 percent. (PS)

ED 011580 Brumbaugh, Robert B.
ACCURACY OF INTERPERSONAL PERCEPTION--A FUNCTION OF SUPERORDINATE
ROLE. Euguene, Ore.: Oregon Univ., May 1966. 23 p.
Price: MF $0.25 HC $1.25

One aspect of the perceptual accuracy of student teachers and their supervisors in judging their interpersonal relations was explored. A field study of 40 student teachers and their public school supervising teachers explored the possibility of subordinate role being a correlate to the accuracy of their interpersonal perception. At the end of 6 weeks of working contact, the subjects were administered the "FIRO-B" scale intended to measure the degree to which the subject wants to receive inclusion, control, and affection. The subjects were asked to complete the scale once to reveal their feelings and once to react as they thought their respective supervisor or student teacher would react. Analysis of the data showed that supervising teachers were significantly more accurate than student teachers in estimating the psychological control needs of their counterparts. The author concluded that for a superordinate to successfully perform the role, that person must perceptually select only those cues from interaction with immediate subordinates that pertain to the control needs of the subordinates. (AL)

ED 011592 Garrard, Judith
STUDENT TEACHERS' PERCEPTIONS OF THEIR PROFESSIONAL PREPARATION DURING DEPTH INTERVIEWS. Austin, Tex.: Texas Univ., 1960. 13 p.
Price: MF $0.25 HC $0.75

The use of the exit interview as a criterion measure of the study of prospective teachers and teacher training programs was reported. The study was made as part of a larger investigation made to discover the personal qualities of teachers who remain in teaching and to determine the programs that produce teachers. The exit interview was a confidential, hour-long semistructured interview of prospective teachers conducted by psychologists at the end of the teacher-preparation program. The case notes of psychologists' interviews with 33 elementary and 24 secondary preservice teachers were categorized. They were then rated to determine perceptions of one control group and three experimental groups that received increasing amounts of feedback from test results and from films made of the student teachers while teaching. Increasing psychological feedback from tests and film viewing was found to increase preference for middle-class schools and to decrease preference for lower-class schools. The finding of an inverse relationship between ideal school situation with amount of experimental feedback was interpreted as being consistent with Festinger's theory of cognitive dissonance. (AL)

ED 011593 Newlove, Beulah
EXTENSION OF MHTE AND PEB FINDINGS AND SERVICES TO SECONDARY TEACHER PREPARATION. APPENDIX A. Austin, Tex.: Texas Univ. 7 p.
Price: MF $0.25 HC $0.45

Student teachers were exposed to classrooms as teachers prior to formal student teaching to minimize their fears of student teaching. Twenty-three students were asked to teach a single, Porter Junior-High School class for a period of 15 minutes. Each teaching presentation was filmed, recorded, and observed. On the day following the student teaching, the children in the class were asked to fill out the Pupil Observation Survey Report, and later, recordings were made of the pupils verbal evaluations. Conferences were held with each student teacher and all the observations were interpreted for him. In most cases, the student teacher saw his own filmed presentation. The student teachers have reported they were glad they had taken part in the teaching experiment. Related reports are ED 011592 through ED 011597. (GD)

ED 011594 Handy, Ricky and others.
THE DEVELOPMENT OF FAIR CATEGORIES. APPENDIX B. 12 November 1965.
26 p.
Price: MF $0.25 HC $1.40

A transcription was made of a group discussion conducted to develop a scale for making quantified ratings of the interactions of student teachers and pupils as observed from a film of a 15-minute lesson presented by the student teacher. The interactions were to be judged on the basis of the Amidon-Flanders Interaction Analysis Scale, and a new scale, called the Film Analysis of Interaction Record (FAIR), was to be developed to enable observers to make and record quick, quantitative judgements of the behaviors observed from the film. Discussions were made on the nuances involved in assigning ratings in such categories as "accepts feeling," "praises and encourages," and "lectures." (AL)

ED 011595 Fuller, Frances F.
ABSTRACT OF MECHANICAL AIDS TO QUANTIFICATION OF INTERPERSONAL BEHAVIOR (STUDENT TEACHERS AND PUPILS). APPENDIX C. Austin, Tex.; Texas Univ., 8 p.
Price: MF $0.25 HC $0.50

The equipment and methods used to obtain and project 8 MM sound films of spontaneous, nonsimulated samples of interactions between student teachers and pupils were described. The special equipment to be used by observers while judging and rating the interactions recorded in the films is also described. Films were made of 15-minute lessons presented in actual classroom situations by university students between the ages of 20 and 25 to classes of young children from 6 to 13 years old. The films were obtained to determine whether or not formal instruction in teacher training institutions is adequately related to the problems later faced in the actual teaching situation. The primary purpose of the filming technique is to provide better feedback to student teachers. The author suggests that films of this kind could be of value in computer-assisted instruction and for use in place of a real class or subject to provide a means for student practice. (AL)

ED 011596 Baldwin, Patricia
THE EVOLUTION OF THE FILM ANALYSIS OF INTERACTION RECORD (FAIR) FROM THE AMIDON-FLANDERS INTERACTION ANALYSIS. APPENDIX G. Austin, Tex.: Texas Univ. 6 p.
Price: MF $0.25 HC $0.40

A detailed listing is given of the revisions that were made to the Amidon-Flanders Interaction Analysis Scale while the Film Analysis of Interaction Record (FAIR) Scale was being developed. Comments are given for guidance in the use of some of the ratings along with some ground rules and guidelines for making a film rating. (AL)

ED 011871 (SP) Miller, Leon and others.
RESEARCH ON STUDENT TEACHING, 1950-1965. Association for Student Teaching, 1965.
DOCUMENT NOT AVAILABLE FROM EDRS.

Brief literature surveys cover journal articles and dissertations in five fields--(1) problems of student teachers, (2) followup studies of 1st-year teachers, (3) value of student teaching as seen by student teachers, teachers, and administrators, (4) changes during student teaching as measured by pretests and post-tests, and (5) needed research on student teaching programs. Citations average 13 per field. This document is available from the Association for Student Teaching, State College of Iowa,Cedar Falls, Iowa 50613, 40 pages, $1.50. (PP)

ED 011874 (SP) Davis, O.L., Jr.; Tinsley, Drew C.
COGNITIVE OBJECTIVES REVEALED BY CLASSROOM QUESTIONS ASKED BY SOCIAL STUDIES STUDENT TEACHERS. February 1967. 9 p.
Price: MF $0.25 HC $0.55

To determine the range of cognitive objectives implicit in the questions asked by student teachers and their pupils in high school social studies classes, 44 classes were observed according to the Teacher Pupil Question Inventory(TPQI) developed by the investigators. The TPQI requires a 30-minute classroom observation divided into alternating 5-minute periods. Each question asked by the teacher or pupil is classified into one of nine categories--memory, interpretation, translation (or transformation), application, analysis, synthesis, evaluation, affectivity, and procedure. The results showed that both teachers and pupils asked more "memory" questions than all others combined. Next in frequency were "interpretation" and "translation" questions. These two categories can be combined into one, "comprehension," described by Bloom (1965) as the lowest form of intellectual activity. Therefore, the intellectual atmosphere of these classes can best be characterized as meager. To remedy this situation, the authors propose that (1) more attention be given to different cognitive objectives in social studies classrooms and (2) increased, specific understanding of questioning and its purposes and improved questioning skills be included in teacher education programs. This paper was presented at the annual meeting of the American Educational Research Association (New York, February 1967). (LC)

ED 011882 (SP) Hamilton, Norman K. and others.
CLINICAL APPROACH TO THE INDUCTION OF TEACHERS INTO THE PROFESSION.
February 1966. 10 p.
Price: MF $0.25 HC $0.60

To improve the quality of the practicum experience (student teaching or internship) in teacher education through its integration into the total program and the development of highly competent supervising teachers, the following steps are proposed--(1) joint college and public school responsibilities should be assumed by a "clinical professor," who will conduct seminars, help improve the skills of the classroom supervising teacher, and provide expert leadership in the conduct of the "clinical cycle" (observation of performance, analysis, planning strategy, and actual teacher-supervisor conference), (2) supervising teachers should obtain intensive training by participating in the clinical cycle in summer schools under the guidance of clinical professors, and (3) college programs to select and train clinical professors should be established, with the eventual goal of a recognized doctorate in clinical supervision. In the Oregon program the clinical professor is a resident in the school district (cutting travel time), received half of his salary from the school district and half from the college, retains all benefits of the school system and thus is identified with it and its purposes, and has full privileges and responsibilities as a member of the college staff. The major problem has been finances. The present proposal looks to sources outside the school or college for funds. This paper was presented at the Western Regional TEPS Conference (San Francisco, February 1966). (LC)

ED 011889 (SP) Brinegar, Harold F.; Laymon, Ronald L.
FUNCTIONAL RESEARCH IN ELEMENTARY STUDENT TEACHING. Bloomington, Ind.: Indiana Univ. School of Education, November 1966.
DOCUMENT NOT AVAILABLE FROM EDRS.

The relative effectiveness of six means of furnishing educational information to off-campus elementary student teachers was investigated in three studies. Materials (dealing, variously, with school law, tests, and measurements, school discipline, lesson planning) were mailed to supervising teachers or to student teachers directly or to both. The student teachers and control student teachers who did not receive the materials were tested on knowledge of the content covered by the materials. When materials were sent only to supervising teachers, no differences in criterion scores resulted from mandatory versus discretionary distribution of these materials to student teachers. In a second study, mailing materials to both supervising and student teachers led to significantly higher scores than mailing only to student teachers, while both were significantly superior to a control group. It was concluded that direct transmission of information to off-campus student teachers is more effective than other modes of transmitting relevant information. The role of the supervising teacher, information transmission, and student-teacher difficulties are also discussed. This article was published in "Bulletin of the School of Education, Indiana University," Volume 42, Number 6, November 1966, and is available from the Indiana University Bookstore, Bloomington, Indiana 47401, for $1.25. (LC)

ED 011890 (SP) Belt, W. Dwayne
MICRO TEACHING--OBSERVED AND CRITIQUED BY A GROUP OF TRAINEES.
February 1967. 11 p.
Price: MF $0.25 HC $0.65

Microteaching at Brigham Young University consists of the presentation of a lesson by a student teacher to a microclass of three to five high school students. When these students are not available, the microclass is composed of his peers from the college class. The trainee's instructor, other members of his college class, and the microclass members evaluate his teaching performance, which is videotaped and replayed immediately so he can see himself in action. The instructor, with the trainee, decides upon one or two areas of major difficulty on which the trainee will concentrate in his next presentation, which may be made immediately or up to a week later, and is always done with a different class. This "reteach" is also videotaped and evaluated. The sessions, involving 490 student teachers, have also been used in inservice training. Tentative conclusions are--(1) provision for immediate feedback and self-observation are unique, (2) microteaching introduces the trainee to different types of classroom situations, (3) videotapes enable the trainee to see himself interacting with students, (4) comments and suggestions of fellow students are valuable, and (5) performance is usually improved following evaluation and playback. Ninety-six percent of the trainees felt they benefited from microteaching. Research on microteaching as a possible substitute for part of student teaching is suggested. This paper was presented at the American Educational Research Association annual meeting (New York, February 1967). (AF)

ED 011934 (AA) Politzer, Robert L.
THE TRAINING OR RETRAINING OF TEACHERS OF FRENCH. Calif.:
Stanford Univ. School of Education, June 1966. 200 p.
Price: MF $1.00 HC $10.10

A training syllabus was developed to increase the competence of French language teachers. The syllabus was based on the Modern Language Association recommendations on the desired qualifications of the secondary school teacher of modern languages. The emphasis of this training procedure is on presenting courses and practice as parallel experiences. Practice in observation, student teaching, practice teaching, and internship are integrated with courses in language culture and civilization, applied linguistics, and methods. Practical teaching experience, rather than final examinations in each course, is the goal toward which this training sequence is pointed. The four parts of the syllabus are applied linguistics, language practice, performance criteria, and microlessons, that is, a short practice lesson which focuses on developing a specific teaching skill. See also ED 011940. (AL)

ED 011940 (AA) Politzer, Robert L.
TOWARD A PRACTICE-CENTERED PROGRAM FOR THE TRAINING AND EVALUATION OF FOREIGN LANGUAGE TEACHERS. May 1966. 7 p.
Price: MF $0.25 HC $0.45

The creation of a test measuring the classroom performance of a language teacher and the validation of the test in terms of student achievement was recommended. Development of the test was viewed as a help in the creation of a "practice-centered" training curriculum, and the test itself was described as a measure that would provide a means to appraise the contributions to classroom performance of various elements of teacher preparation and make possible determination of the extent to which preparation influences performance. The test was recommended as an extension of present teacher evaluation tests, based on Modern Language Association standards of teacher qualifications, that are now used to measure the preparation of teachers but not their performance. Construction of the test would be based on performance criteria for the teacher-trainee appraisal that have been developed as part of Stanford University's Internship Program. The new "cooperative tests" of pupil achievement (speaking, reading, writing, and listening) were suggested as a means of validating the teacher performance tests to be developed. The author suggests that classroom performance should be taught as parallel training given along with the courses in culture and language skills by using the "microteaching" technique that is a part of the Stanford Teacher Education Program. "Microteaching" provides for "direct" testing and teaching of specific teaching skills. The microlessons would be given in parallel with a sequence of courses on culture, linguistics, conversation, and methods. The author has developed a syllabus for a practice-centered, teacher training program in French that is described in ED 011934. This article is a reprint from the Modern Language Journal, Volume 50, Number 5, May 1966, and was presented as a paper to the seminar of the Stanford Center for Research and Development in Teaching. (AL)

ED 012261 (SP) Moskowitz, Gertrude
THE EFFECT OF TRAINING FOREIGN LANGUAGE STUDENT TEACHERS IN INTERACTION ANALYSIS. 1967 21 p.
Price: MF $0.25 HC $1.15

Fourteen foreign language student teachers were taught the Flanders system of interaction analysis, adding a behavioral-science dimension to their customary study of new methods of foreign language teaching. Pre- and post-tests were administered after 8 weeks, covering (1) pupil attitudes toward the foreign language, foreign language teachers, and foreign language class, (2) teacher reactions to classroom situations along direct-indirect lines, including possible attitude changes after training, (3) attitudes and degree of satisfaction of student teachers and cooperating teachers toward each other. Tapes were made of four classes, which yielded pre- and post-Flanders grammar and conversation matrices. Significant findings were--(1) more positive attitudes toward teaching by student teachers, (2) more positive attitudes by pupils toward several items which appear related to classroom behaviors of student teachers, (3) more indirect teaching patterns used by student teachers, and (4) more expression of pupils' own ideas in foreign language classes. Though grammar classes seemed more, and conversation classes less restrictive, similar behavior changes were noted in both. Student teachers felt the Flanders system should become a requirement for foreign language teachers. Results appear similar to those found in earlier studies of the use of interaction analysis in teacher education programs. This paper was presented at the annual meeting of the American Educational Research Association (New York, February 1967). (AF)

ED 012694 (SP) Hazard, William R.
THE TUTORIAL AND CLINICAL PROGRAM OF TEACHER EDUCATION. Evanston, Ill.: Northwestern Univ., 1967.
DOCUMENT NOT AVAILABLE FROM EDRS.

To explore the potential of a teacher education program for freshmen education majors which emphasizes direct teaching experience rather than the lecture-discussion format, this experimental program was begun in 1964. Its students combine a full academic schedule with clinical experiences as teacher aides, tutors, observers, and student teachers. Academically, a general education course consisting of 17 courses in (1) reading, writing, and speaking, (2) natural science, (3) social science, (4) fine arts, literature, and music, (5) history, philosophy, and religion, and (6) psychology for teachers, is required. An additional 12 to 20 courses are required in either an elementary or secondary school teaching program. In school, the students are supervised by a tutorial professor (one for each 10 to 12 students) who teaches a six-course, 4-year, tutorial program and has responsibility for the student's total program. Six clinical professors from cooperating school systems, in constant communication with the tutorial professors, work with the students during their actual teaching experiences. They (1) criticize and evaluate the student's performance, (2) help him apply his classroom knowledge to actual teaching, and (3) attempt, on a colleague to colleague basis, to lead him to solutions to any problems he may have. The program is constantly evaluated by the professors involved and by a continuing research program. This document was published by Northwestern University Press, 1840 Sheridan Road, Evanston, Illinois 60201, 85 pages. (AW)

ED 012695 (SP) Amidon, Edmund; Simon, Anita
IMPLICATIONS FOR TEACHER EDUCATION OF INTERACTION ANALYSIS RESEARCH IN STUDENT TEACHING. February 1965. 14 p.
Price: MF $0.25 HC $0.70

To determine the extent of use of interaction analysis, more than 400 questionnaires were sent to professional educators. Of 186 returns (46 percent), 85 were unanswered because of unfamiliarity with the method. Of the remaining 101, 69 college teachers, principals, supervisors, and elementary and secondary teachers stated that they had had limited experience with it, 18 college faculty members said they were using the technique in programs with student teachers, eight respondents were using it to do research on teaching, and six were using it both for training student teachers and for research on teaching behavior. Respondents cited strengths and weaknesses of the system with regard to the training of observers, the adequacy of the categories used, and the reactions of those learning the system. Major weaknesses were felt to be the use of a number to represent a teaching behavior, and the (to some) threatening prospect of having to analyze one's own teaching behavior. Major strengths were added insights and the operationalizing of methods and theory. Some of the authors' experiences at Temple University are presented with emphasis on students' more favorable reaction to interaction analysis than to a learning theory course. Guidelines for using interaction analysis are presented, and some of the schools using the technique are named. This paper was presented to the American Educational Research Association, Chicago, February 1965). (LC)

ED 012697 (SP) McLeod, June; Ely, Margot
A REPORT OF THE GREAT NECK-N.Y.U. PROJECT. January 31 to May 27, 1966. New York: New York Univ. School of Education. 62 p.
Price: MF $0.50 HC $3.10

Twenty-five junior education majors participated in a one-school project to identify, utilize, and evaluate new methods, media, and techniques of teacher education. The 17-week program consisted of student teaching and observation 3 days a week (and all of weeks 13-16), and 2 days of professional content courses (curriculum, language arts, and methods). Courses and field work were coordinated to emphasize for 2 or 3 weeks each the various content areas of the curriculum (science, language arts, math, art and industrial arts and home economics, social studies, guidance, and music and physical education). Teams of students were placed in classrooms, but experience was not limited to one classroom. Students were also given opportunities to teach small groups of children and to receive feedback following each activity. Supervision of student teaching was done by college staff members and two teaching fellows. Every student was seen every day. The program was supplemented by guest lecturers such as a school psychiatrist and a teacher expert in planning and evaluation. Extensive use was made of interaction analysis, video taping, and 8-MM filming of classroom activities even by the students themselves. Reaction to the program was favorable with many possibilities for these media being seen. Precise records and schedules are provided. (LC)

ED 012698 (SP) Amidon, Edmund J.; Hunter, Elizabeth
THE CASE APPROACH TO PREPARING FOR TEACHING. March 1967.
DOCUMENT NOT AVAILABLE FROM EDRS.

To help prospective teachers develop teaching skills, pairs of cases (records of real teaching situations) which depict significantly different approaches taken by teachers with a similar classroom problem are verbally described. Each pair of cases is analyzed using the categories of the Verbal Interaction Category System (VICS) which measures teacher-pupil interactions. A number of "teaching skill sessions" are then held in which teaching behaviors appropriate to situations like those earlier analyzed may be practiced. This article is a reprint from THE HIGH SCHOOL JOURNAL, Volume 50, Number 6, March 1967. (AW)

ED 012702 (SP) Lundy, Paul R.; Hale, James R.
EPISODE TEACHING--A RATIONALE FOR INDUCTING STUDENT TEACHERS INTO THE TEACHING ACT. 23 July 1965. 10 p.
Price: MF $0.25 HC $0.50

Episode teaching is the practice of initiating student teachers into teaching through their own performance of the teaching act as coprofessionals rather than as dependents. An episode is defined as a self-contained event, not part of an ongoing program, but appropriate to the age level and general interest of the children in question. The student teacher does not appear in the classroom until he is to direct an episode, at which time he is introduced as a resource person, with the master teacher serving as an observer. In the event of failure, the student teacher's initiation into teaching can be interrupted without upsetting the ongoing classroom program, since his work is self-contained. In the event of success, other episodes can follow until their cumulative effect is to establish the student teacher as teacher of one subject. The sequence is from enrichment teaching as a resource person to final responsibility for the teaching in that subject. Ultimately, the justification for episode teaching as a way of induction is that it centers all the effort and attention upon the teaching act. (AF)

ED 012714 (SP) Popham, W. James
THE INFLUENCE OF HIGHLY SPECIFIC INSTRUCTIONAL VIDEO TAPES ON CERTAIN COGNITIVE AND AFFECTIVE BEHAVIORS OF TEACHERS. Los Angeles, Calif.: California Univ., March 1966. 59 p.
Price: MF $0.50 HC $2.95

To test the effect of video taped simulated instructional sequences on the modification of teachers' professional knowledge and attitudes, three groups of prospective teachers were differentially exposed to specially prepared tapes on four topics. Each 30-minute tape consisted of simulated classroom settings, with the last 10 minutes used as a post-test in which the viewer had to identify the principles under discussion. Group 1 received no relevant instruction on the topics, Group 2 received only modest written or audio taped instruction, while Group 3 was exposed to the written or audio taped material plus the video tapes. All three groups were given each of three post-tests concerning the principles of the four instructional topics--(1) the video tape post-test segment, (2) a local written test, and (3) the Instructional Procedures Preference Inventory, which measures attitudes toward instructional principles, with respect to the video tape post-test, significant differences were found among the three groups on all four topics (the no-instruction control group scoring lowest, and the video tape group highest), but, on the other measures, the use of the video tape program yielded no significant differences. Further research is necessary to learn whether the obtained differences are reflected in actual teaching performance. (LC)

ED 013032 (FL) Politzer, Robert L.; Bartley, Diana E.
PRACTICE-CENTERED TEACHER TRAINING, SPANISH--A SYLLABUS FOR THE TRAINING OR RETRAINING OF TEACHERS OF SPANISH. Stanford, Calif.: Stanford Univ., Center for Research and Development, May 1967.
237 p.
Price: MF $1.00 HC $11.95

The aim of this tentative syllabus for training programs for teachers of Spanish is to integrate more closely the language practice, applied linguistics, and methods elements of the training course and to relate them directly to the practice element by the introduction of microteaching. The first part of this four-part syllabus is on applied linguistics, and it outlines the main facts of Spanish structure and vocabulary as well as the main points of interference coming from English. It is primarily a guide for the person responsible for teacher training. Part II, Language Practice, is an index which connects the chapter outline of Part I to a selected number of elementary and/or review texts and grammars used for language review, and includes some secondary school texts. Part III, the methods section, called "Performance Criteria," lists observable behavior of the good language teacher and describes briefly how teachers conduct various classroom activities. The criteria can be used to either train or evaluate a language teacher. The last section is a series of 31 sample microlessons which show how applied linguistics knowledge of the language and specific performance criteria are combined into practical application. The lessons can be taught by the trainee or by an experienced teacher. See ED 011934 for the French syllabus. (Author)

ED 013160 (RC) Spaulding, Robert L.
INTRODUCTION TO THE USE OF THE COPING ANALYSIS SCHEDULE FOR EDUCATIONAL SETTINGS (CASES) AND THE SPAULDING TEACHER ACTIVITY RATING SCHEDULE (STARS). Durham, N.C.: Duke Univ., 1967.
DOCUMENT NOT AVAILABLE FROM EDRS.

This booklet introduces two measurement instruments focusing on class management. The Coping Analysis Schedule for Educational Settings permits the codification of all operant behavior observed in the classroom, into one of thirteen categories. All but one of the thirteen categories are designed to characterize the child's economy with the external environment. How a child manages this economy is assumed to be of crucial importance in developing cultural background. It has been used with children as young as two and as old as sixteen. Observers can be trained in approximately two to three weeks. The second measurement instrument, the Spaulding Teacher Activity Rating Schedule, is designed to focus on the efforts of teachers to bring about change in the behavior of children in the classroom. The measurement instrument includes three areas of teacher-child transactions, characterized as cognitive (intellectual), social relations, or psychomotor skills. Behavior is coded as it occurs and can be quickly summarized in tabular or graphical form. The training of observers for this test also takes from two to three weeks. Copies of both measurement instruments are included in the booklet. This document was published by the Education Improvement Program, 2010 Campus Drive, Duke University, Durham, North Carolina 27706. (JS)

ED 013209 (SE) Parakh, Jal Sohrab
A STUDY OF TEACHER-PUPIL INTERACTION IN HIGH SCHOOL BIOLOGY CLASSES.
Ithaca, N.Y.: Cornell Univ., 1965.
DOCUMENT NOT AVAILABLE FROM EDRS.

A category system for systematic observation of high school biology laboratory and lecture-discussion-recitation classes was developed and used to quantify, analyze, and describe observed classroom behavior. The category system was developed by observing eight high school biology teachers once each month for four successive months. The observer recorded verbal behavior and maintained notes of his observations. The category system is composed of five major dimensions--Evaluative (affective-cognitive), Cognitive, Procedural, Pupil-talk, and Silence. These dimensions are divided into 16 major categories, 28 subcategories, and a "residual" category for communication which can not be classified by this system. The data obtained from classroom observations were analyzed and the following findings were reported. (1) In lecture classes about 75 per cent of the time was devoted to teacher-talk and 10 per cent to pupil-talk. (2) In laboratory classes about 50 per cent of the time was devoted to teacher-talk and 10 per cent to student-talk. (3) Teacher behaviors in the evaluative procedural, and cognitive dimensions differed in laboratory and lecture classes. (4) Four operations of teaching were used in the following decreasing order of occurrence--stating facts, explaining, defining, and evaluating subject matter. This document is available as order number 66-4492 for $3.00 on microfilm, $9.00 xerography, from University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103. (RH)

ED 013231 (SP) Simon, Anita and others.
PROGRAMING TEACHER-PUPIL INTERACTION PATTERNS. 21 p.
Price: MF $0.25 HC $1.15

To determine what effects a student teacher's course work has on his actual classroom behavior, 22 student teachers were given 90 hours of observation and behavior training, with particular emphasis on the Flanders system of interaction analysis. A control group of 22 students was given training in learning theory. The Flanders system was used to observe each student teacher twice at the beginning and the end of the student teaching experience. The cooperating teachers for the Flanders group were also given training in this system. A computer program was used to isolate specific patterns of student teaching behavior which could be attributed to training in systematic classroom observation and to make easier the sheer weight of data processing necessary with the Flanders system. It was found that student teachers trained in interaction analysis tend to be (1) more accepting, (2) less critical, (3) less directive, and have (4) more student initiated talk, (5) more extended student initiated talk, and (6) less silence and confusion in the classroom than student teachers trained in learning theory alone. It is concluded that (a) when both student and cooperating teachers know interaction analysis, the students have a maximum opportunity to develop their own style of teaching and (b) interaction analysis appears to increase individuality in teacher behavior. (AW)

ED 013238 (SP) Bloom, Richard D.; Wilensky, Harold
FOUR OBSERVATIONAL CATEGORIES FOR DESCRIBING TEACHER BEHAVIOR. 1967. 2 p.
Price: MF $0.25 HC $0.20

Based in part on a Skinnerian learning orientation, 4 dimensions of the teacher's behavior are hypothesized as important in mediating classroom learning--(1) information giving (IG), (2) response elicitation (RE), (3) feedback (F), and (4) teacher control (TC). From 34 to 42 5-minute observations were obtained for each of the 4 teachers in a cognitive enrichment program for underprivileged preschool children. Recordings were made for each "smallest discernible segment of a teacher's verbal or nonverbal behavior which could be classified into a particular category." Interrater reliability exceeded .90 for each of the 4 categories. The distribution of behaviors among the 4 categories varied significantly among the teachers, with total percentages as follows--IG-46 percent, RE-33 percent, F-14 percent, TC-7 percent. Intercorrelations among the observational categories showed, in part, that the categories were mutually restricting. Thus a tendency to give information reduces the likelihood of encouraging pupil responses or providing feedback. Significant differences between teachers were found for the ratio of feedback to response elicitation, assumed to correlate positively with effective teaching. The limited available evidence suggests that the observation procedure does differentiate among teacher styles, but the scale still needs to be validated against external criteria. (LC)

ED 013240 (SP) Allen, Dwight W.
MICRO-TEACHING-- A NEW FRAMEWORK FOR IN-SERVICE EDUCATION. 7 p.
Price MF $0.25 HC $0.45

Microteaching was used in a series for the in-service training of supervisors. Teachers and supervisors were given only a cursory amount of training and initial application, yet supervisors were able to notice differences in teaching behavior. The training seminars demonstrated that microteaching can be of real value to experienced personnel. Microteaching was found to be valuable for in-service situations because of (1) its immediate feedback and reteaching factor, (2) the need to give team-teaching personnel total runs, (3) its ability to accurately gauge the instructional level of new material, (4) its use in providing an index of teaching ability prior to employment, and (5) its providing for a continuous supervision and evaluation of beginning teachers. (RP)

ED 013242 (SP) Popham, W. James
DEVELOPMENT OF A PERFORMANCE TEST OF TEACHING PROFICIENCY. FINAL REPORT. Los Angeles, California: California Univ., August 1967. 172 p.
Price MF $0.75 HC $8.70

In contrast to ratings of observed teaching behavior, the criterion of pupil growth was used in validating a Performance Test of Teaching Proficiency. Using an instructional unit on "Social Science Research Methods," it was hypothesized that pupil gains would be greater among those taught by experienced teachers. Participants were given in advance a statement of objectives in operational terms (terminal behaviors expected of students) and a collection of possible learning activities and were instructed to teach for these objectives. In the first of two validation studies, 6 experienced social science student teachers and 6 housewives (former social science majors) taught paid volunteers for a 6-hour period on one day. In the second study, 13 regularly credentialed teachers and 13 college students taught summer session students for a 4-hour period on one day. In the first study, students took the Wonderlic Personnel Test, a 33-item pretest and a 68-item posttest, and completed a questionnaire measuring reactions to the instruction. Teachers also completed an assessment questionnaire. In the second study, the posttest and the two questionnaires were used. In no instance were any significant differences found between the two groups of teachers or between the students taught by these teachers. "Teachers' lack of experience in achieving preset behavior changes in learners" is offered in partial explanation of the no difference findings. (AF)

ED 013560 (FL) Dugas, Donald G.
MICRO-TEACHING--A PROMISING MEDIUM FOR TEACHER TRAINING. National Fed. of Modern Language Teachers Assn. March 1967. 8 p.
Price: MF $0.25 HC $0.50

That micro-teaching can be used effectively for teacher training and retraining was indicated by a 1966 NDEA Institute where participants viewed on video-tape and discussed the work of a teacher in a small demonstration class of high school French. Each member himself taught two 15-minute class segments of the same class, which was also video-taped. By having the teacher view his own tapes, he could more fully appreciate constructive criticism offered by others, recognise his own strong and weak points, and learn to evaluate his own performance as a teacher. Conclusions based on the Institute's work indicated that (1) micro-teaching is an effective device in retraining experienced teachers, (2) it is difficult to determine how adaptable micro-teaching is to advanced-level courses where the subject matter is still only vaguely defined, (3) the video-taped recordings are an excellent means of studying a participant's grammar and phonology, and an ideal basis for creating remedial materials. A partial evaluation checklist for teaching vocabulary is included. This article appeared in THE MODERN LANGUAGE JOURNAL. Volume 51, Number 3, March 1967, Pages 161-66. (Author/SS)

ED 013703 (RE) Utsey, Jordan
SIMULATION IN READING. December 1966. 11 p.
Price: MF $0.25 HC $0.65

An attempt to improve the reliability, validity, and efficiency of all reading instruction by modifying certain dimensions of teacher behavior is reported. A survey in Oregon indicated that to determine the functional reading level of students, 74 percent of the teachers used grade equivalent scores from achievement tests, 24 percent used information from cumulative folders, and 30 percent used combinations. Materials were developed to give prospective teachers an opportunity to learn the marking code of the informal reading inventory, to practice, and to evaluate their skill. A series of simulated instructional films and printed materials was devised. The process experienced by the teachers in three class periods is described. One hundred undergraduate students were studied to determine the efficiency of material. The results indicated that teachers, after viewing simulated material, were 92 percent accurate in assessing functional reading level. After revision of the material, a second study was conducted with 50 subjects. The results indicated 94 percent accuracy. A discussion of transfer into actual classroom practice and references are included. (BK)

ED 013768 (SP) American Assn. of School Administrators
COOPERATION IN STUDENT TEACHING, Washington, D.C.: National Education Assn., May 1964.
DOCUMENT NOT AVAILABLE FOR EDRS.

To survey school system practices regarding student teachers, a questionnaire was sent to 402 school systems enrolling 12,000 or more pupils. Usable replies were received from 266 (66 percent) of the systems, and replies are recorded in tables, with sample statements, evaluation sheets, and lists of student teaching guides and handbooks included in an appendix. Definitions of student teaching and cooperating teacher are offered, as well as discussions of in-service training, supervisory load, grading the student teacher, teacher compensation, student teacher orientation, and financial arrangements. General observations are that (1) most of the public school systems with 12,000 or more enrollment are engaged in training large numbers of prospective teachers, and (2) there is little uniformity in this enterprise. Document available from publisher. (AF)

ED 013776 (SP) Amidon, Edmund
INTERACTION ANALYSIS--RECENT DEVELOPMENTS. February 1966. 10 p.
Price: MF $0.25 HC $0.60

Modification of Flanders' interaction analysis is proposed to encompass some features of related systems and to provide a specific feedback tool for analyzing one's own teaching, formulating questions, observing teaching patterns, diagnosing teaching problems, and for role-playing in the college classroom. Flanders' 10 categories are divided into 24. Under "Teacher Talk-Indirect Influence," there are (1) accepts feeling, (2A) praises (2B) praises using public criteria, (2C) praises using private criteria. Third, "Accepts Ideas" through (3A) description, (3B) inference, (3C) generalization. Fourth, asks (4A) cognitive memory question, (4B) evaluative question. Under "Teacher Talk-Direct Influence," the categories are (5) lecturing, (6) giving directions, (7A) criticizes, (7B) criticizes using public criteria, (7C) criticizes using private criteria. Under "Student Talk," "Pupil Response" is categorized as (8A) description, (8B) inference, (8C) generalization. "Pupil Initiation" is characterized as (9A) description, (9B) inference, (9C) congeneralization. Finally, there are (10) silence, and (11) confusion. Flanders' original categories 1, 5 and 6 and the scoring procedures are unchanged. The numbers of the categories characterizing on-going classroom interaction are recorded in a column, and successive number pairings are entered in a 24 by 24 matrix. (LC)

ED 013782 (SP) McDonald, Frederick J. and others.
THE EFFECTS OF SELF-FEEDBACK AND REINFORCEMENT ON THE ACQUISITION OF A TEACHING SKILL. 1966. 30 p.
Price: MF $0.25 HC $1.60

To test the relative effectiveness of 3 training procedures for acquiring a teaching skill, each applying reinforcement principles, Stanford teacher interns were videotaped on 4 occasions during the first 20 minutes of class. Each intern saw a videotape playback within 3 days (new lessons were videotaped within 2 days after playback). Reinforcement training was the variable, with the predicted order of effectiveness going from self-administered feedback to experimenter-administered feedback, to experimenter administered feedback with cue discrimination training. A Control Group and the following 3 experimental groups formed were--(1) Self-Feedback Group (S-F) instructed in the educational relevance of increasing student participation, defined in terms of pupil participation responses (PPR), with emphasis on immediate reward of PPR's (playbacks viewed alone, examples and a rating chart provided), (2) Reinforcement-Only Group (R) received the same instructions as S-F (viewed playbacks with an experimenter, who reinforced interns' reinforcement of PPR's), (3) Reinforcement and Discrimination Training Group (R and D) received the same instructions as S-F (experimenter served the same function as for R and also gave discrimination training including cues, suggestions, and possible effects). Results were analyzed by analysis of variance, t tests and multiple regression analysis. Predictions were borne out. Suggestions for future studies and for improvement of self-feedback are included. (AF)

ED 013784 (SP) Taylor, Marvin; Dropkin, Stanley.
PERCEIVED PROBLEMS OF BEGINNING ELEMENTARY SCHOOL TEACHERS AS RELATED TO STUDENT TEACHING PLACEMENT AND JOB LOCATION. 19 October 1965. 3 p.
Price MF $0.25 HC $0.25

This investigation is concerned with the association between the student teaching locale, the present job locale, and the congruence of student teaching and job locale with the perceived difficulties of beginning teachers. The subjects were 136 first year teachers from the June 1963 class of Queens College. The instrument consisted of 70 items covering 7 areas, and asked for responses ranging from a rating of 1 (cannot solve) through 6 (do not consider this a problem). The perceived problem areas in descending order of difficulty were (1) discipline, (2) methods of teaching, (3) relations with parents, (4) evaluation of students, (5) classroom routines, (6) materials and resources, (7) planning. Whether their student teaching experiences were part of a special program, in Special Services Schools of New York City, or in regular New York City and suburban schools, there were no discernible mean differences among the respondents in perceived difficulties in each of the problem areas. There were city-suburban differences in the 3 areas of classroom routines, methods of teaching, and relations with parents. Within the city group there were differences between Special Service School teachers and New York City teachers for the same 3 areas and for discipline. Paper read at Annual Convocation on Educational Research (6th, Oct. 19, 1965). (Author/RP)

ED 013786 (SP) Broadbent, Frank W.; Cruickshank, Donald R.
THE IDENTIFICATION AND ANALYSIS OF PROBLEMS OF FIRST YEAR TEACHERS.
19 October 1965. 4 p.
Price: MF $0.25 HC $0.30

To determine beginning teachers' perceptions of their teaching problems, a questionnaire was sent to 282 June 1964 elementary and secondary graduates of SUC Brockport. Replies from 163 showed a significantly frequent recurrence of certain teaching problems. These problems fell in six major categories and were ranked for frequency as follows--(1) methods, (2) evaluation (of students), (3) discipline, (4) parent relations, (5) routines and materials, (6) personal (mostly lack of self-confidence). Other similar studies showed discipline as a significant factor. However, it is felt that there is a distinct lack of agreement in terminology among such studies, making comparison difficult. It is felt that an instrument (for following up recent education graduates) should be standardized. Results of the current study are being used to plan specific preservice experiences to which students will be exposed in an effort to determine whether such exposure will alter the number, intensity, or kind of problems perceived by 1967 graduates. Presently each of the significant problems is being built into a special simulation program. Paper read at Annual Convocation on Educational Research (6th, Oct. 19, 1965). (RP)

ED 013788 (SP) Flint, Shirley Helene
THE RELATIONSHIP BETWEEN CLASSROOM VERBAL BEHAVIOR OF STUDENT TEACHERS AND THE CLASSROOM VERBAL BEHAVIOR OF THEIR COOPERATING TEACHERS.
19 October 1966. 2 p.
Price: MF $0.25 HC $0.20

To test the hypothesis that the verbal behavior of student teachers in the classroom does not change in relation to the verbal behavior of their cooperating teacher. a verbal-behavioral measurement of 12 student teachers and 6 cooperating teachers was undertaken using the Observation Schedule and Record Form 3D.

Analysis of variance revealed that student-teacher verbal behavior changed significantly during the student teaching period, becoming more supportive, less repeating, and less accepting (in a routine manner) of children's responses. While frequency of student-teacher responses decreased, frequency of student-teacher initiated statements increased significantly. A covariance analysis was conducted using the cooperating teachers' scores as the independent variable. A high relationship was found between questioning-behavior patterns of student teachers and their cooperating teachers in categories of complex problems, simple problems, pre-framed, and affective-imaginative problems. Some relationship was found between both groups in supporting, approving, accepting, repeating, rejecting, and criticizing behaviors. These findings negated the hypothesis of the study and suggest that further research in verbal behavioral relationship be undertaken using observer teams and a variety of instruments, settings and samples. Paper read at the Annual Convocation on Educational Research (6th, Oct. 19, 1965). (Author)

ED 013791 (SP) Kallenbach, Warren
MICHROTEACHING AS A TEACHING METHODOLOGY. 6 p.
Price: MR $0.25 HC $0.40

Various research on microteaching is briefly reviewed. The method developed at Stanford consists of the presentation of five 10-minute videotaped lesson segments to groups of 4 to 6 pupils. These lessons were evaluated by the supervisor and the pupils and then discussed by the intern and the supervisor during the playback. The lesson was immediately retaught with a comparable group of pupils. A critical analysis followed this videotaping using the same procedures. No significant differences in judged teacher competence were found between randomly selected intern teachers with summer student teaching experience and those with microteaching at Stanford. Several teaching skills have come from the Microteaching Project (1) establishing set, (2) establishing appropriate frames of reference, and (3) achieving closure. Another study tested the effects of self-feedback and reinforcement on the acquisition of a teaching skill and found that self-feedback was relatively ineffective as compared with the pointing out of salient cues in teaching to which reinforcement should be attached, combined with the supervisor's positive reinforcement during the playbacks. A final study demonstrated that showing a student what to do was more effective than telling him. This paper was presented at conference on "Instructional Methods and Teacher Behavior" (Berkeley, Nov. 21-22, 1966). (LC)

ED 103794 (SP) Allen, Dwight W. and others
EFFECTS OF FEEDBACK AND PRACTICE CONDITIONS ON THE ACQUISITION OF A TEACHING STRATEGY. 1966. 20 p.
Price: MF $0.25 HC $1.10

To compare several methods of developing classroom questioning (probing) techniques via distributed practice and immediate feedback, when the latter employed videotaped performances of the learner, 85 interns were videotaped on 4 occasions during the first 20 minues of regular classroom lessons. In between tapings they received 30 minutes of supervision, in which they viewed playbacks of earlier teaching along with a critique from an experimenter who provided discrimination training. Within-session feedback was held constant, and amount of practice and delayed feedback was manipulated, over 4 experimental groups. A post-test was videotaped about 7 weeks after training. Interns were trained in probing techniques (clarification, critical awareness, redirection, prompting, refocus) which depended on pupil response, as well as an encouraging divergent thinking, role played in brief, and pupil summary. Treatment differences, though not entirely consistent, favored massed practice- immediate feedback over distributed practice-reinstated feedback in initial acquisition of probing behaviors. The former also produced significantly more frequent probing than distributed practice and immediate feedback. Retention inferences can be drawn from the fact that distributed practice delayed feedback groups maintained higher probing response rates on the post-test than did massed practice-immediate feedback. (AF)

ED 013797 (SP) Roberts, Julian
NEEDED RESEARCH IN TEACHER EDUCATION--SENSITIVITY TRAINING AND THE PROCESS OF CHANGE. 14 November 1967. 6 p.
Price: MF $0.25 HC $0.40

To help prepare pre-service teachers for adequate handling of the phenomenon of change, some aspects of the applicability of sensitivity training to processes of change in education are discussed. Objectives of such training are given as (1) self-insight, (2) better understanding of others and awareness of one's impact on them, (3) better understanding of group processes, (4) increased recognition of the characteristics of larger social systems, and (5) greater awareness of the dynamics of change. One technique for realizing these objectives is the T-group, a relatively unstructured situation in which all members are learners, and where data is simultaneously collected on behavioral transactions between members and the experience which generates such behavior. T-group activity facilitates the process of change by improving interaction. In a classroom situation, T-group activity fosters new role concepts for students and teachers (teachers move from directive to integrative function, students move from convergent to divergent opinions). The particular applicability of T-group activity to Social Studies classes discussed. Paper presented at Educational Research Assoc. of N.Y. State and the N.Y. State Education Department Convocation (Albany, November 12-14, 1967). (AF)

ED 013798 (SP) Amidon, Edmund J.; Powell, Evan
INTERACTION ANALYSIS AS A FEEDBACK SYSTEM IN TEACHER PREPARATION.
1966. 13 p.
Price: MF $0.25 HC $0.75

Four groups of 15 student teachers each were used to test the hypothesis that (A) those taught interaction analysis would be more indirect (accepting of pupil feelings and ideas, encouraging, questioning) at the end of student teaching than those taught learning theory, and (B) among those taught interaction analysis, those supervised by interaction analysis trained cooperating teachers would be more indirect than those supervised by learning theory trained cooperating teachers. Criterion measures consisted of the Department of Secondary Education Test (pre and posttests), ratings of college supervisors, ratings by impartial observers and interaction analysis trained observers, the Student Perception of Teacher Influence Scale, the Teaching Situation Reaction Test (pre- and posttests), and the Rokeach Dogmatism Scale. Incomplete data suggests that student teachers trained in interaction analysis talked less in the classroom, were more indirect in use of motivating and controlling behaviors, were more indirect in overall interaction patterns, used more extended, indirect (and less extended direct) influence, used more extended acceptance of student ideas. Student teachers whose cooperating teachers learned interaction analysis used least extended direct influence. Paper reprinted from Raths, James and Leeper, Robert R. (Eds.), "The Supervisor--Agent for Change in Teaching," ASCD publication, Washington, D.C. (AF)

ED 013800 (SP) Ward, Ted. W.
PROFESSIONAL INTEGRATION AND CLINICAL RESEARCH. 1966. 28 p.
Price: MF $0.25 HC $1.50

The rationale of a clinical approach to research on teacher behavior is set forth together with indication of difficulties. In one clinical study, records of focused observations of teacher behavior were reviewed by a specialist in social psychology in relation to research from these fields. Teacher decisions proved consonant with that evidence. However, research was found on less than half of the behaviors described. The conception of teaching as a complex of decision making is being explored, with self-report data from the teacher who was observed. An Instructional Problem Simulator is in development using small-scale instructional decisions for confronting future teachers. This approach to teacher education will prevent students in early courses from feeling a lack of reality. Five assumptions of behavioral theory include (1) Teaching is a process in which one person's behavior induces change in another. (1)(B) Teaching is a generalized set of behaviors which can be examined and explained in terms of a general theory of human behavior. (2) Teacher behavior is the singular mode of expressing the composite of beliefs, knowledge, attitudes, perceptions and aspirations which constitute teaching in any given situation. (3) Teacher behavior can be viewed as being comprised of (A) rational acts, and (B) nonrational acts. Paper reprinted from Raths, James and Leeper, Robert R. (Eds.) "The Supervisor-Agent for Change in Teaching," ASCD publication, Wash., D.C. (RP)

ED 013988 (AA) Garrard, Judy
CLASSROOM INTERACTION-REVIEW OF THE LITERATURE. Austin, Tex.: Texas Univ., Research and Development Center for Education.
18 July 1966. 18 p.
Price: MF $0.25 HC $1.00

This paper reviews recent major studies concerned with classroom interaction which encompasses both the verbal and nonverbal behavior of a teacher and the pupils in elementary and secondary classrooms. Review of the theories upon which these studies were based was not within the scope of the study. Part 1 briefly discusses two approaches to the construction of items for an observational schedule, the sign system and the category system, and reviews four instruments of the objective categorization type. These instruments are those by Bales, Withall, Medley and Mitzel, and Flanders. Part 2 discusses the findings reported from representative studies of classroom interaction concerned with three main areas--elementary-secondary, intraelementary, and teacher-pupil. Part 3 discusses the history of the development of three elements of classroom interaction research--measurement, criteria, and data collection. The first of two appendixes presents two previously unpublished research papers. One paper deals with "Verbal Behavior and Social Status," and the other deals with "Student Teachers and Interaction Analyses." The second appendix presents the "FAIR" categories which are adapted from the Flanders interaction scale. (AL)

ED 014015 (AC) Harrison, Roger
PROBLEMS IN THE DESIGN AND INTERPRETATION OF RESEARCH ON HUMAN RELATIONS TRAINING, EXPLORATIONS, HUMAN RELATIONS TRAINING AND RESEARCH, NUMBER 1, 1967, REVISED. Washington, D.C.: National Training Labs, 1967. 10 p.
Price: MF $0.25 HC $0.60

Written to provide investigators or administrators with a review of the problems of planning, conducting, or interpreting studies in human relations training, this paper discusses research problems and ways to overcome them. Problems of selection of control groups, temporal change in training outcome,design restrictions in observation of experimental outcome, timing of data collection, experimenter-participant relationships in laboratory settings, and statistical measurement are reviewed. Among the suggestions for research improvement are--to study the process of training as well as the outcome (for most volunteers differ significantly from non-volunteers, the latter showing a higher degree of resistance and mistrust affecting results), to extend observation of training outcome over a longer period of time (change in behavior can be progressive and significant), and to involve the experimenter more with the participants (to overcome the sterile atmosphere of the test situation which affects participant attitude). (The document includes 14 references.) An earlier version appeared as ED 011 369 (PT)

ED 014016 (AC) Durham, Lewis E. and others.
A BIBLIOGRAPHY OF RESEARCH. EXPLORATIONS, HUMAN RELATIONS TRAINING AND RESEARCH, NUMBER 2, 1967. Washington, D.C., National Training Labs., 36 p.
Price: MF $0.25 HC $1.90

The bibliography of research in human relations training is presented in two sections. The first part includes an annotated bibliography of research conducted between 1947 and 1960. It was prepared by Lewis E. Durham and Jack R. Gibb and contains 48 citations. The second part, prepared by Eric S. Knowles, includes research since 1960. It includes a bibliography of 76 citations and an annotated bibliography of 52 studies. Subject areas covered include T-groups, group structure and dynamics, interpersonal relationship and competence, self concept, personality change, behavior and attitude change, and organizational change. (PT)

ED 014440 (SP) Anderson, Dan W. and others.
THE WISCONSIN TEACHER EDUCATION RESEARCH PROJECT--DESIGN AND INSTRUMENTATION. Madison, Wisconsin: Wisconsin Univ., December 1963. 178 p.
Price: MF $0.75 HC $9.00

This paper describes the design and instrumentation of a study to determine (A) the influence of different instructional approaches in teacher education upon the attitudes, perceptions and behavior of student teachers, and (B) the influence of these teacher characteristics upon "mental health" in the classroom. Three variables were identified--(1) The independent variable subsumes 3 instructional approaches to the subject matter of 2 required elementary education courses ("The Child--His Nature and Needs," and "The Nature and Direction of Learning")--(A) concept-oriented (development and understanding of principles), (B) case-study oriented (learning and development of the child as a unique individual), and (C) learner-oriented (freedom of expression and self-selected learning, aimed at better self-understanding by the students). (2) The intervening variable consists of teacher attitudes (toward the two college courses and toward their elementary school pupils), values, and self-perceptions, studied through interviews and questionnaires, and also the communication behavior of the teacher in the classroom (during practice and full-time teaching), analyzed in 14 categories similar to Flanders interaction analysis system. (3) The dependent variable consists of the ways in which the children perceived themselves and the interpersonal classroom environment, as measured by student ratings of the behavior of their teachers, their peers and themselves. (LC)

ED 014441 (SP) Orme, Michael E.J. and others.
THE EFFECTS OF MODELING AND FEEDBACK VARIABLES ON THE ACQUISITION OF A COMPLEX TEACHING STRATEGY. Stanford, Calif.: Stanford Univ. 1966. 26 p.
Price: MF $0.25 HC $1.40

The relative effectiveness of six modes of training teachers to use probing questions was investigated. The modes involved symbolic modeling, perpetual modeling, or both, coupled with feedback. After ratings of pertinent behavior in a 5-minute lesson were collected as pretraining measures, Stanford teacher interns were randomly distributed among 6 training groups, whose expected effectiveness, in increasing order, was--(1) minimum symbolic modeling (saw pretest videotape playback alone, studied written instructions, planned, and retaught), (2) maximum symbolic modeling (saw playback with experimenter who gave cues and reinforcement, studied written instructions, planned, and retaught),

(3) minimum perceptual modeling (saw playback and perceptual model alone, planned, and retaught), (4) strong symbolic and maximum perceptual modeling (same as 2 but also viewed perceptual model alone, (5) maximum perceptual modeling (viewed playback alone but saw perceptual model with experimenter), (6) strong symbolic and maximum perceptual modeling (saw playback and perceptual model with experimenter). Each tape was rated for relevant behavior by 2 trained raters. These expectations were largely confirmed, (except mode 4 did better than mode 3) with perceptual modeling appearing superior to symbolic. (AF)

ED 014442 (SP) Ringness, Thomas A.
EFFECTS OF SUPERVISOR'S KNOWLEDGE OF STUDENT TEACHER PERSONALITY EVALUATIONS. 1966.
Document not available from EDRS.

To determine if a supervisor with pre-knowledge of his students' personalities would be better able to help them, 76 female elementary education student teachers completed the Edwards Personal Preference Scale (EPPS), the California Psychological Inventory (CPI), and 10 Thematic Apperception Test (TAT) cards. After an interview, a psychologist prepared sketches of the students who were randomly divided into three groups--(1) Experimental Group 1 (E-I) received immediate feedback and counseling concerning the findings and their supervisors were given sketches, (2) Experimental Group II (E-II) received feedback but their supervisor did not, and (3) a control group received no feedback until the end of the semester. Those factors dealing with self and ideal-self image, and filled out by both students and supervisors, were subjected to various correlations. It was found that (A) the factors tended to intercorrelate rather highly but there were not more significant intercorrelations between groups E-I and E-II than there were in the control group, (B) the student teachers' self and ideal-self image correlated highly both on measures given before and after the semester, indicating that the students had stabilized ideas about themselves which were not easily changed, (C) supervisor images did not correlate highly with students. This paper was reprinted from Rath, James and Leeper, Robert R. (EDS), the supervisor-agent for change in teaching, ASCD publication, Wash. D.C. (AW)

ED 014461 (SP) Duffy, Gerald G.; Putt, Robert C.
AN EXPLORATION OF A CLINICAL PROFESSOR APPROACH TO METHODS INSTRUCTION. November 1967. 5 p.
Price: MF $0.25 HC $0.35

To determine whether college professors can use the clinical professor approach in teaching methods classes, two instructors at The State University College in Fredonia, New York, taught social studies each day to a specific group of sixth grade children in the college campus school. They concurrently taught a methods course in the teaching of social studies to specific groups of college Juniors who also regularly observed their instructors teaching the grade school children. Questionnaires asked (1) the college students to evaluate the approach, (2) the reaction to the program of cooperating teachers under whom the college Juniors were student teaching, (3) the subjective reactions of the two instructors. Ninety-one percent of the students felt that the courses were more effective because their instructors were practicing elementary teachers while eighty-three percent stated that these courses were more effective than their other methods courses. Of the 32 cooperating teachers who responded, 20 thought the approach had great potential, 11 considered it no different from usual methods courses, 1 thought it poorer. While the instructors were generally favorable, they saw difficulties in terms of teaching load and the academic status of the clinical professor. It was felt that such problems must be resolved and the approach pursued. This article appeared in Peabody Journal of Education, Volume 45, No. 3, Nov. 1967. (RP)

ED 014904 (EM) Sandefur, J.T. and others.
OBSERVATION AND DEMONSTRATION IN TEACHER EDUCATION BY CLOSED CIRCUIT TELEVISION AND VIDEO TAPE RECORDINGS. Emporia, Kansas: Kansas State Teachers College, July 1967. 120 p.
Price: MF $0.50 HC $6.10

This project was designed to (1) assess the feasibility of a cooperative effort in the use of video tape recordings between a state institution and private liberal arts colleges, (2) to evaluate video tape recordings as a tool in teacher education, and (3) to evaluate interaction analysis as an observational tool in viewing video tape recordings of teaching-learning situations. 16 private colleges were given the use of a video tape van, equipped by Kansas State Teachers College for one week. Opinion evaluation forms were completed by the students who viewed the videotape recordings, by officials of the colleges, and by the technician operating the van. The cooperative project was found to be feasible with respect to administration, acceptance, and suitability. A subsample of students who had been introduced to the Flanders' system of interaction analysis as an observational tool was more positive towards video tape than the students who had no knowledge of interaction analysis. (MS)

ED 015145 (SP) Roberts, Julian
HUMAN RELATIONS TRAINING AND ITS EFFECT ON THE TEACHER-LEARNING PROCESS IN THE SOCIAL STUDIES. New York: Yeshiva Univ. Graduate School of Education, August 1967. 23 p.
Price: MF $0.25 HC $1.25

To test the effects of sensitivity training on students, randomly selected 12th grade Social Studies students participated in a T-group for the first three weeks of the fall 1966 semester. Another group, taught by the same teacher, was not exposed to sensitivity training, while a second control group was taught by a teacher without T-group experience. Each group was given (1) Meyer's Social Attitude Scale-a pre-test and a post-test, immediately after the experimental period and 6 months later, (2) the Liphe-Valed Scale, which was developed by the T-group teacher and administered immediately after the first 3 weeks and 6 months later, (3) a composition "What Has Meant Most To Me During My Senior Year" to write, and (4) a task to perform--the selection of a song, 3 pictures, and a 10-minute tape recording which best represented their class, to be put into a time capsule. It was found that (A) T-group training has an impact on the classroom group as evidenced by statements of students, teachers and parents and by tape recordings of the 3 classes which revealed a change in the language and process of the experimental class. (B) The tests used did not have a broad enough range to detect these changes. (C) The the composition and the task revealed that the experimental group's behavior was different from the traditional classroom behavior. The program is continuing with modifications. (AW)

ED 015148 (SP) McLeod, Richard J.
CHANGES IN THE VERBAL INTERACTION PATTERNS OF SECONDARY SCIENCE STUDENT TEACHERS WHO HAVE HAD TRAINING IN INTERACTION ANALYSIS AND THE RELATIONSHIP OF THESE CHANGES TO THE VERBAL INTERACTION OF THEIR COOPERATING TEACHERS. FINAL REPORT. SUMMARY REPORT. Ithaca, N.Y.: Cornell Univ., May 1967. 316 p.
Price: MF $1.25 HC $15.90

The primary objectives of this study were--(1) to identify non-random change in the verbal patterns of student teachers of secondary science who were trained in the Flanders system of interaction analysis, (2) to relate these changes to the verbal patterns exhibited by the cooperating teachers involved, and (3) to compare the results with those of a control group who were not so trained. The student teachers in the experimental and control groups were observed for a total of six class hours--twice near the beginning (phase one), twice near the middle (phase two), and twice near the end (phase three) of the student teaching experience. Six class hours of their cooperating teachers' verbal interaction were also obtained. The observations were all coded using the Flanders Technique, and analyzed in accordance with the stated objectives. It was found that student teachers who received training in interaction analysis were more likely to experience non-random changes in verbal patterns than those not so trained. These changes were generally toward more indirect teaching influence. It was also found that the experimental group was more likely to change in relation to their cooperating teachers than was the control group. If experimentation in the classroom and a greater sensitivity to the teaching patterns of others are goals of teacher education, this training appears beneficial. (AF)

ED 015155 (SP) Walberg, Herbert J. and others.
EFFECTS OF TUTORING AND PRACTICE TEACHING ON SELF-CONCEPT AND ATTITUDES IN EDUCATION STUDENTS. Cambridge, Mass.: Harvard Univ., 1967. 12 p.
Price: MF $0.25 HC $0.70

To replicate previous studies of self-concept and teaching attitudes in student teachers, 2 groups of women elementary education students were tested on a semantic differential scale before and after tutoring and practice teaching experience. One group did practice teaching in middle-to upper-middle class suburban schools. Although this sample declined in professional aspects of self-concept and "democratic" teaching attitudes, it rose in personally fulfilling aspects of self-concept. These findings support the hypothesis that middle-class students trained for middle-class schools have declining self-concept because of the realities of the teaching situation. However, practice teachers in affluent suburban schools appear to derive more personal satisfaction from their teaching than those in disadvantaged schools used in the author's previous studies. The decline in professional self-concept found among all groups of practice teachers supports the hypothesis that the conflict between the need to be close to children and the role demand to establish authority as teacher lowers professional role self-evaluation. However, the tutor group in the present study who worked with one or two children in slum schools showed significant change. In the intimacy of tutoring, the students became less controlling and authoritarian, and more pupil-centered. This is interpreted as due to the intimacy of tutoring and the greater attention one can give to individuals. (RP)

ED 015164 (SP) Smith, B. Othanel.
A STUDY OF THE LOGIC OF TEACHING. A REPORT ON THE FIRST PHASE OF A FIVE-YEAR RESEARCH PROJECT-THE LOGICAL STRUCTURE OF TEACHING AND THE DEVELOPMENT OF CRITICAL THINKING. Urbana, Ill.: Illinois Univ. Bureau of Educational Research. 121 p.
Price: MF $0.50 HC $6.15

This is the first phase of a 5-year investigation into the logic of teaching the secondary school. Due to the unstructured nature of classroom discourse, this stage of the investigation is classificatory and descriptive. Topics covered include (1) schools, teachers, and recordings (schools involved, selection of subject areas, establishing rapport with teachers, records and transcriptions of background material), (2) the unit of classroom discourse, (3) criteria for identifying units of classroom discourse, (4) classification of episodes (entries as the base of classification, development of categories, kinds of entries, notes on logic of categories), (5) criteria for classifying entries, and (6) analysis. (AF)

ED 015495 (CG) Gotts, Edward Earl.
FACTORS RELATED TO TEACHERS' IRRITABILITY IN RESPONSE TO PUPIL CLASSROOM BEHAVIORS. September 1967. 16 p.
Price: MF $0.25 HC $0.90

A 158 item survey, the Behavior Classification Checklist (BCC), was constructed to measure the variability in intensity reaction to pupil classroom behaviors. The nine scales obtained by factor analysis were explored to check their construct validity against other measures and other information on the subjects. When special school personnel and teachers in the same schools were compared on irritability in regard to the nine categories, special personnel were found to view the problems as less irritating. A Need For Assistance Inventory (NFA), which allows teachers to express their need for aid in regard to certain pupil behaviors, and the BCC were administered to teachers involved in Headstart programs. From the NFA, eight scales were factor analyzed. In general, comparisons of the expressed needs of teachers and the categories of pupil behavior found most irritating yielded several significant correlations. Because of the high intercorrelations of the BCC scales, higher order factors were investigated and two were obtained (an aggressive factor and a withdrawn, compliant factor). More research is needed. The BCC requires still more adequate validation data. This paper was presented at the American Psychological Association Convention, Washington, D.C., September, 1967. (SK)

ED 015537(EA) Biddle, Bruce J.; Adams, Raymond S.
AN ANALYSIS OF CLASSROOM ACTIVITIES, A FINAL REPORT. Columbia, Mo.: Missouri Univ., 1967. 728 p.
Price: MF $2.75 HC $36.50

This report of a three-year research program on public school classroom activities considers the classroom to be an integrated social system. Its concerns are with educational processes that may be observed in the classroom, with the conceptualization of classroom events, with theory about those events, and with data bearing on that theory. Empirical investigation is based on videotape recordings of live classrooms. Of theoretical concern are classrooms and their activities, and analysis of those social events that tie together teachers, pupils,their tasks, and their equipment. Thirty-two separate classrooms were studied, and the similarities and differences in their activity patterns are reported. Classroom events are found to be differentially affected by four independent variables-sex and age of teacher, subject matter, and grade level. Findings for these independent variables are both contrasted and interrelated. Findings are also presented for general activity properties, and sequences of activity events. (HW)

ED 015698 (FL) Mackey, William F.
PRACTICE TEACHING--MODELS AND MODULES. Quebec, Quebec: Laval Univ., April 1967. 13 p.
Price: MF $0.25 HC $0.75

The purpose of this document is to discuss the problems involved in the observation, practice, and criticism phases of practice teaching in the language teacher training program, and to give an account of the proper use of videotape in the more efficient and less time-consuming performance of these activities. After pinpointing the problem of observation as one of being able to present the trainee consistently with good language teaching models and that of teaching practice as one of limiting the teaching unit to a period of time rather than to a book lesson, the account justifies, in general terms, the feasibility of using videotape to present the best models of the most efficient teaching modules in the training of language teachers. The main body of this document is devoted to outlining the practical and specific application of this premise to observation identification analysis, practice preparation and performance, and criticism. (AB)

ED 015890 (SP) Dickmann, Leonore W.
OBSERVATION OF INTERN TEACHING AS A TECHNIQUE TO IMPROVE TEACHING METHODS USED BY THE OBSERVER. SUMMARY. Madison, Wisc., Wisconsin Univ., 15 August 1967. 24 p.
Price: MF $0.25 HC $1.30

This experiment was based on 2 hypotheses--(1) Interns who learn and apply Flanders' interaction analysis will become more indirect in their verbal classroom behavior than interns not learning this technique. (2) There is a relation between interns' perceptions of their teaching problems and their classroom verbal behavior. Two experimental groups of 12 intern teachers each were trained in interaction analysis while a control group of 12 was not. All interns taught at the elementary level, half of each group in "middle-class" schools and half in "underprivileged" schools. During the fall semester, interns worked 2 to a building under a coordinating teacher. An observation team (program director, college-city supervisor, graduate assistant) visited 24 experimental group classrooms for 4 complete days (12 in the fall, 12 in the spring) and 12 control group classrooms for 2 complete days (in the spring) to record verbal behavior in terms of interaction observed. Results were reported in 4 areas--(A) Reading, (B) Social Studies, (C) Language Arts, and (D) Total Talk. Analysis of Variance was used to test the first hypothesis and a Q-sort to test the second hypothesis. Experimental data did not support the hypotheses. A discussion of results and suggestions for intern training are included. (AF)

ED 016390 (EM)
PROCEEDINGS OF THE CONFERENCE ON INSTRUCTIONAL METHODS AND TEACHER BEHAVIOR (BERKELEY, NOVEMBER 21-22, 1966). Far West Lab. for Educational Research and Development. 57 p.
Price: MF $0.25 HC $2.95

Summaries are given of conference presentations made by instructional researchers involved in current projects. Titles include (1) Computer Assisted Instruction--A Tool for Teaching and Research, (2) Instruction for Educationally and Culturally Deprived Adolescents, (3) Microteaching as a Teaching Methodology, (4) Individually Prescribed Instruction, (5) Reinforcement Menus in the Instruction of Mentally Retarded Children, (6) Strategies for Teaching Students to Analyze Public Controversy, (7) Studying Teacher Behavior With the Oscar Technique, and (8) Beyond Programed Instruction. (MS)

ED 016860 (VT) Nelson, Helen Y.; Gritzmacher, Joan
EVALUATION OF STUDENT TEACHING IN HOME ECONOMICS. Ithaca, N.Y.: State Univ. of New York, May 1967. 82 p.
Price: MF $0.50 HC $4.20

Critical incidents reflecting outstandingly effective behavior in student teaching of home economics were collected from college supervisors, cooperating teachers, and student teachers and categorized according to specific behaviors, and provided a basis for constructing a rating scale for evaluating student teaching performance. The critical behaviors were used to describe quality levels on a five-point continuum of 112 unidimensional items. Analysis of this scale, RS-112, by the Darlington procedure with student grades as criterion measures resulted in a scale, RS-35, 35-item with at least one item in each of 10 major behavior categories. Use of the RS-35 gave a better distribution of ratings than RS-112. The majority of cooperating teachers and college supervisors reported using a rating scale. About half preferred RS-35 to RS-112 and over half liked it better than their present instrument. Most reported a 20-minute testing time. Two-thirds said they would use the rating scale, if available. More than half of the student teachers felt that it provided an important objective basis for looking at their behavior. Recommendations concern (1) refining for scale, (2) differentiating more clearly between levels 3 and 5, (3) using the five items emerging from multiple regression analysis for a shorter rating scale, (4) including a place for rater comments about student teacher growth, and (5) using the scale at the middle and conclusion of student teaching. Both scales, opinionnaires, categories of student behavior, and the information form for reporting critical incidents are included. (FP)

ED 016865 (VT) Dirks, Marie and others.
THE SPECIAL CONTRIBUTION OF THE COLLEGE HOME ECONOMICS EDUCATION SUPERVISOR TO THE STUDENT TEACHING SITUATION. Lafayette, Ind.: Purdue Univ., Measurement and Research Center, June 1967. 45 p.
Price: MF $0.25 HC $2.35

Teacher educators at Cornell University, The University of Missouri, The Ohio State University, and Purdue University identified the contributions of the college supervisor to the student teaching situation by means of the critical incident technique. College supervisors, supervising teachers, and student teachers actively engaged in the student teaching program during 1964-65 in all four institutions were asked to report behaviors which might make the difference between success or failure in the student teaching situation. The 454 usable reports of critical incidents were categorized in terms of roles of the college supervisor, the direction of change in the student teaching situation, uniqueness or nonuniqueness of the college supervisor's behavior, and the impact of the college supervisor's behavior on the supervising teacher and the student teacher. The college supervisors assumed the information or judgment-giving roles more than any role was reported many times. Their behaviors seemed equally important to student teachers and supervising teachers and produced a desired effect more often than not. Their contribution was unique, and they had more impact on the student teacher than on the supervising teacher. Need for supervisory action occurred most often in the areas of student teacher self-concept, lesson planning, program policies and requirements, and rapport with the supervisor. Further research is needed to determine ways to maximize college supervisor contribution to growth of public school supervising teachers and to explore the feasibility of using nonvisit methods to supervise student teachers. A bibliography, glossary, and content analysis of sample critical incidents are included. This article is published in "Studies in Higher Education," Number 94, June 1967. (FP)

ED 017044 (EA) Hayes, Bartlett H., Jr.
EDUCATION THROUGH VISION. FINAL REPORT. Cambridge, Mass.: Harvard Univ., September 1967. 100 p.
Price: MF $0.50 HC $5.10

This project is concerned with improvement of the normal high school curriculum which is virtually limited to verbal and factual systems of learning. It is hypothesized that visual learning can provide personal involvement and deep consequent motivation. Teams of teachers from specially invited public schools participated in two and three dimension experiences and in photography. A principal objective of the study was to see how adults with little or no visual training react and how teachers so trained utilized this experience in their own teaching. (HM)

ED 017178 (EM) Bjerstedt, A.
TELE-OBSERVATION--CLOSED CIRCUIT TELEVISION AND VIDEO-RECORDING IN TEACHER TRAINING. Malmo, Sweden: School of Education, May 1967. 28 p.
Price: MF $0.25 HC $1.50

The potential of closed circuit television and video tape recordings as "observation amplifiers" in teacher training is explored. It is felt that demonstrations viewed via these media can be more effective than live demonstrations. Suggestions are made for further research. (MS)

ED 017965 (CG) Connor, William H.; Smith, Louis M.
ANALYSIS OF PATTERNS OF STUDENT TEACHING. St. Louis, Mo.:
Washington Univ. Graduate Inst. of Education, 1967. 341 p.
Contract OEC-5-10-438
Price: MF $1.50 HC $17.15

Research was undertaken with the objective of gaining a preliminary understanding of some of the different kinds of consequences that occur in the education of teachers as a result of different patterns in the organization of the student teaching experience. This report is an effort to describe an on-going pattern and to develop models of its functioning. The methodology known as participant observation was utilized. Each student teacher who participated prepared a field notebook in which he briefly recorded each day's activities along with any reactions to the various situations in which he found himself. The investigators spent 20 weeks during a fall semester observing the 12 apprentice teachers in 15 elementary schools. The results of the study are organized into four sections and nine chapters. Chapter One states briefly the nature and approach to the problem. Chapters Two, Three, and Four describe the apprenticeship program at City Teacher's College. Chapter Five deals with some of the literature concerning views on teacher training. Chapters Six and Seven attempt to develop two models of teaching--(1) as inquiry, and (2) the psychomotor analogy. Chapter Eight deals with occupational specialization, while Chapter Nine offers an interpretation of functional analysis. Notes on the methodology of the study and the analysis of the field notes are appended. (Author/IM)

ED 017985 (EA) McDonald, Frederick J.; Allen, Dwight W.
TRAINING EFFECTS OF FEEDBACK AND MODELING PROCEDURES ON TEACHING PERFORMANCE. Stanford, Calif.: Stanford Univ., School of Education, 1967. 232 p.
Price: MF $1.00 HC $11.70

This report describes a series of experiments to assess the usefulness of television recordings in improving teaching performance. Objectives of the study are (1) to compare the effects of self-evaluation of a teaching performance with feedback provided by a supervising instructor, (2) to compare the effects of reinforcement delay, and (3) to compare the effects of a perceptual modeling demonstration of a desired behavior with those produced by providing a written description of the behavior and to compare the effects of combining reinforcement with each. Each objective was the subject of a separate experiment conducted under highly controlled, laboratory-like conditions. It is concluded that the results of this study support the assumption that the rate and level of learning a given teaching strategy vary as a function of the mode of model presentation. There is evidence to indicate that perceptual modeling procedures are characterized by distinctive cuing properties which tend to recommend them over symbolic modeling procedures for use in training contexts analagous to those described in the experiment. (HW)

ED 018978 (EM) Bosley, Howard E., Ed.;Wigren, Harold E., Ed.
TELEVISION AND RELATED MEDIA IN TEACHER EDUCATION, SOME EXEMPLARY PRACTICES. Baltimore, Md.: Multi-State Teacher Education Project, August 1967. 59 p.
Price: MF $0.50 HC $3.05

This is a series of articles on possible and actual uses of video tape material and processes to improve teacher efficiency, competency, and insight. Emphasized are individualized and small group uses of television, plus its potential as a research and diagnostic instrument. Three main uses of television are discussed--as a substitute for live observations of classrooms and child groups, in microteaching, to prepare elementary and secondary teachers and counselors, for inservice training. One article deals with the amplified telephone as a teaching medium. Some research findings and evaluation methods are also included. (JM)

ED 018981 (EM) McHenry, Vere A.
THE USE OF VIDEO PROCESSES IN TEACHER EDUCATION. Salt Lake City, Utah: Utah State Board of Education. 30 p.
Price: MF $0.25 HC $1.60

Technological innovations can be used to improve teacher education. A Multi-State Teacher Education Project plans and develops programs for microteaching with the help of videotape recorders (VTR). Microteaching, the isolation of specific aspects of the teaching task, enables trainees to focus on and acquire techniques of instruction with the benefit of immediate feedback. Fifteen videotapes showing classroom episodes are recorded, covering different situations--(1) superior teacher at work, (2) student teacher at work, and (3) structured observations of classroom activities. A bank consisting of tapes and films of model classroom situations, is envisioned. Major conclusions are that student teachers approve of microteaching, that teachers can operate VTR equipment, and that repairing and maintaining equipment presents a serious, complicated problem, requiring service arrangements with sales agencies. An annotated list of tapes produced is included. (OH)

ED 019001 (EM) Naeslund, Jon
EXPERIMENTS WITH CLOSED CIRCUIT TELEVISION (CCTV). Stockholm, Sweden: Stockholm School of Education, October 1967. 9 p.
Price: MF $0.25 HC $0.55

To achieve better integration between theory and practice in teacher training it is necessary to study in detail the effect of the use of closed circuit television (CCTV). Because it can concentrate and store key points in a treatment sequence, CCTV is particularly helpful in educational situations that involve long sequences of instruction over time, or that permit observations by only small groups of trainees. A multi-annual program has been developed to improve technical facilities and to carry out research projects about (1) CCTV observations in teacher training, (2) communication of information by CCTV, and (3) CCTV as a reasearch instrument. Diagrams for visual and audio facilities are included. (OH)

ED 019199 (RE) Skeel, Dorothy
AN INTEGRATED TEAM TEACHING APPROACH TO METHODS COURSE. 26 April 1968. 7 p.
Price: MF $0.25 HC $0.45

Teacher Education through Applied Methods (TEAM), an experimental program for the integration of elementary methods courses, is discussed. Specialists who may form a teaching team are often from the areas of language arts, mathematics, science, social studies, and instructional media. The purposes for developing a team approach are to reduce the overlap of methods courses content, to develop a favorable attitude toward innovation and change, to provide practical applications of theory, to give experience in the analytical study of the teaching-learning process, to increase cooperation between the teacher education institution and the local school system, and to foster interaction toward teacher education among the team members. The program includes the use of simulated materials, major topics and methods courses. The correlation among the content areas is described. Flexibility in scheduling and closer student-faculty relationships are considered inherent in the program. This paper was presented at the International Reading Association Conference (Boston, April 24-27, 1968). (BK)

ED 019224 (SE) Allen, Dwight W.
MICRO-TEACHING, A DESCRIPTION. Stanford, Calif.,: Stanford Univ., September 1967. 128 p.
Price: MF $0.75 HC $6.50

Described is the use of micro-teaching in the Stanford Teacher Education Program. Section 1 briefly introduces and provides a schedule for the 1967 Micro-Teaching Clinic. Section 2 and 3 provide descriptions of the 1965 and 1966 Summer Micro-Teaching Clinics respectively. Included are discussions of (1) background information on micro-teaching, (2) preliminary planning, facilities, and personnel utilization, (3) the structure and format of the clinics, and (4) the evaluative data obtained during each year. Section 4 discusses (1) micro-teaching as a new approach for inservice teacher education, (2) the technical skills of teaching, and (3) developing specific teaching skills through micro-teaching. Tables of data for the 1965 and 1966 clinics are appended. (RS)

ED 019426 (VT) Patterson, Irene
A COMMUNITY APPROACH TO STUDENT TEACHING, RESEARCH REPORT NUMBER 4. Ithaca, N.Y.: State Univ. of New York, June 1966. 81 p.
Price: MF $0.50 HC $4.15

As an outgrowth of an earlier study on improving student teaching in home economics, a pilot program was initiated to determine the effectiveness of a student teaching program designed to produce homemaking teachers who could quickly become acquainted with a community, adapt teaching to it, and locate and use local resources. Instruments were developed (1) to test student attitudes and beliefs about this teaching approach, (2) to determine interests, motivation, and knowledge in relation to families and communities, and (3) to rate the value of community experiences. Most of the data were collected from student teachers with additional information from teacher educators, supervising teachers, and pupils. Some findings were--(1) living in the community during the student teaching period contributed to student acceptance of a community approach to teaching, (2) home visits were the best way to learn about homes and families, (3) a large majority of former students judged the student teaching program to be effective in preparing them to teach units in relation to community conditions and student background but not in preparing them to teach adults, and (4) the research tools developed for the project provided means for evaluating future teacher education programs. A summary of the earlier study, findings from testing the research tools, a detailed report of the followup portion of the study, and resumes of seven theses related to the project are included. (BS)

ED 019755 (EA) Twelker, Paul A.; Wallen, Carl J.
INSTRUCTIONAL USES OF SIMULATION--A SELECTED BIBLIOGRAPHY.
Monmouth, Ore.: Oregon State System of Higher Education,
Portland, Ore.: Northwest Regional Educational Lab., September
1967. 242 p.
Price: MF $1.00 HC $12.20

This annotated bibliography on the instructional uses of simulation is indexed for the convenience of the user. Only limited aspects of man-machine instructional systems are considered. Although most of the items are related to the instructional uses of simulation,some items are related to the design of instructional systems. The bibliography lists the very latest references available and purposely omits many of the older articles. (HW)

ED 019847 (EM) Pinney, Robert H.; Miltz, Robert J.
TELEVISION RECORDINGS AND TEACHER EDUCATION--NEW DIRECTIONS.
Stanford, Calif.: Stanford Unit Ctr. for Research and Development
Price: MF $0.25 HC $1.35

The Stanford School of Education has been using portable video tape recording systems for a variety of new instructional and research purposes. During preservice training, teacher-interns use specific skills to give short lessons which are videotaped and reviewed immediately with a supervisor. Teacher-interns are later videotaped unobtrusively in their classrooms for feedback on classroom performance. A new intern program trains interns in video tape observation, and then demonstrates specific skills through video tapes of experienced teachers, followed by intern practice. A study of supervisory techniques reveals that use of video tape recordings can increase the supervisor's ability to change subsequent recorded teacher behavior. Results of a study on teacher selection show that a five minute videotaped lesson can be as reliable a predictor of subsequent teaching performance as the normal length interview procedure. Video tape recordings can also be used for supervision of experienced teachers, for supervisor training, for prerecorded substitute lessons, and for remote supervision. A special system for single screen viewing of both teacher and students in being investigated. Component and cost descriptions are included with photographs. (BB)

ED 019887 (EM) Bern, Henry A.
IMPROVING THE QUALITY OF TEACHER PERFORMANCE BY THE USE OF THE VIDEO TAPE RECORDER. FINAL REPORT. Bloomington, Ind.: Indiana Univ., December 1967. 39 p.
Price: MF $0.25 HC $2.05

In two experiments, feedback was conceptualized as a cybernetic paradigm involving student-professor interaction, and was used via video tape to improve teaching of a five minute lesson by student teachers. In Experiment I, for the 24 students equally divided into feedback and no feedback groups, no significant differences appeared in 29 performance factors as rated by methods teachers. This was explained as an erroneous statistical comparison that resulted in a sleeper effect, and also by extreme variations in feedback content. In Experiment II, for the 19 students divided into immediate and delayed feedback groups in five trials, each followed by self-evaluation, no significant differences appeared among a hundred comparisons of covariates. This was interpreted in terms of low interrater correlation, and poor conceptualization. (LH)

ED 019933 (JC) Adams, Dewey A.
THE INTERNSHIP--AN INNOVATIVE APPROACH TO PROVIDING CONTINUING LEADERSHIP FOR NORTH CAROLINA'S COMMUNITY COLLEGES. Washington, D.C.: Adult Education Assn. of U.S.A., December 1967. 5 p.
Price: MF $0.25 HC $0.35

To provide leadership for North Carolina's 43 community colleges, an administrative internship program has been organized as a cooperative effort of North Carolina State University, the North Carolina Department of Community Colleges, and the local community colleges. The program is in four phases--orientation, identification and analysis of problematic areas, major problem study, and administration practice. Methods include lecture, independent study, group discussions, case studies, simulated experience, field study, and practical field experience. Course work includes study of the comprehensive community college, adult learning, program planning, curriculum development, organization and administration, school law and finance supporting courses are drawn from sociology, anthropology, political science, economics, psychology, and philosophy. The intern also selects, plans, and develops a major research project. On completion of the the program, the intern receives the Doctor of Education degree. This article is published in Adult Leadership Volume 16, Number 6, December 1967. (WO)

ED 019939 (JC) Cohen, Arthur M.; Brawer, Florence B.
FOCUS ON LEARNING--PREPARING TEACHERS FOR THE TWO-YEAR COLLEGE.
Los Angeles, Calif.: California Univ., March 1968. 66 p.
Price: MF $0.50 HC $3.50

The Junior College Teacher Internship Program at UCLA has been designed to produce learning specialists, and all phases of the program are intended to develop the intern's ability to specify objectives, to select appropriate media, and to gather and evaluate evidence of learning. In the summer before he begins teaching, each intern enrolls in a course entitled "The Junior College Curriculum", he participates in a seminar during his first semester of teaching, and, in the following semester, he attends various types of group sessions with teachers and administrators. The curriculum course serves as both course and model, with units designed to lead interns to the construction of the courses they will teach. The monograph includes descriptions of the curriculum course, characteristics of the program's first 46 interns, selection procedures, evaluations of the interns' progress, and the interns' evaluation of the program. This document is also available for $2.00 from the UCLA Students' Store, University of California, Los Angeles 90024. (WO)

ED 020473 (AC) Abel, Frederick Paul
USE OF CLOSED CIRCUIT TELEVISION IN TEACHER EDUCATION, RELATIONSHIP TO ACHIEVEMENT AND SUBJECT MATTER UNDERSTANDING. Minneapolis, Minn.: Minnesota Univ., 1960.
DOCUMENT NOT AVAILABLE FROM EDRS.

The usefulness of closed circuit television as a medium for the observation of classes by students in a beginning professional education course at The University of Minnesota College of Education was studied. The effects of three observational media-classroom visitation, closed circuit television demonstrations, and instructional films, were compared on subject matter outcomes and the ability to apply knowledge to classroom situations. The midquarter and final examinations designed for the course and a standardized test battery by Horrocks and Troyer, texts of human growth and development were used to measure mastery and application. Six laboratory sections were randomly assigned to the three observational treatments. An additional section served as a control. The sections were comparable in terms of academic ability and prior knowledge. Each group had a maximum of five observations by the dominant treatment, followed by two supplementary observations involving each of the two other methods. It was found that no significant differences existed among the three media. This indicates that closed circuit television holds promise as an economical means of providing observational experiences. The document is available from University Microfilms, Ann Arbor, Mich. L.C. No. MIC 61-553. Microfilm $3.45 Xerox $11.95. 265 Pages. (PT)

ED 020575 (EA) Joyce, Bruce R.
EXPLORATION OF THE UTILIZATION OF PERSONNEL IN THE SUPERVISION OF STUDENT TEACHERS WHEN FEEDBACK VIA FILMS AND SYSTEMS FOR THE ANALYSIS OF TEACHING ARE INTRODUCED INTO THE STUDENT TEACHING PROGRAM. FINAL REPORT. New York, N.Y.: Columbia Univ., 1 August 1967. 118 p.
Price: MF $0.50 HC $6.00

An integrated feedback system designed to enable student teachers to analyze their teaching, set goals for improvement, and monitor their own progress was instituted in the Teachers College, Columbia University. Elements of the feedback system included the use of a system for behavioral analysis of teaching and the use of films and audio and television tapes of teaching by the student teachers. Faculty behavior as well as feedback roles of students and cooperating teachers were analyzed. Conclusions with respect to staff utilization suggest that supervisors need extensive training for feedback roles, that students and cooperating teachers can lead feedback sessions without negative effects on content, that the use of a feedback system can begin early in the teacher training program if it is carefully monitored, and that there is a tendency for students, cooperating teachers, and supervisors to discuss hypothetical situations rather than the filmed or taped teaching episodes. Analysis of the program leads to recommendations that (1) integrated feedback systems include prominent feedback roles for students and cooperating teachers, and (2) that expectations and roles of faculty members, cooperating teachers, and students be carefully defined. (TT)

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